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DEAF EDUCATION PROGRAMS

93

HEARING

BEFORE THE

SUBCOMMITTEE ON SELECT EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR
HOUSE OF REPRESENTATIVES

NINETY-NINTH CONGRESS

SECOND SESSION

HEARING HELD IN WASHINGTON, DC, MAY 8, 1986

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DEAF EDUCATION PROGRAMS

THURSDAY, MAY 8, 1986

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON SELECT EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
Washington, DC.

The subcommittee met, pursuant to call, at 10 a.m., in room 2261, Rayburn House Office Building, Hon. Matthew G. Martinez (acting chairman) presiding.

Members present from the Subcommittee on Select Education: Representatives Williams, Martinez, Hayes, and Bartlett.

Staff present from the Subcommittee on Select Education: Gray Garwood, majority counsel; Colleen Thompson, majority legislative assistant/clerk, and David Esquith, minority legislative associate.

Mr. MARTINEZ. It's been more than 20 years since the Babidge Commission reported its findings and made its recommendations regarding the education of deaf individuals. Since that time, many changes have occurred in deaf education.

For example, in 1965 there were only five postsecondary programs in the country with formal programs for the deaf. Today, there are more than 100 such programs across the country. Although dramatic strides have been made in the area of deaf education, some problems still exist.

Today we will be hearing from concerned legislators, administrators, educators, and consumers regarding deaf education programs. It is my hope that our witnesses will address not only the issue raised regarding the educational opportunities that are now available to the deaf students but will also provide suggestions for the kinds of educational opportunities that will be needed in the future.

As many of you know, legislation has been passed by the Senate regarding deaf education. The proposal would provide for the continuation of the Gallaudet College, and would combine the authorizing legislation for Gallaudet, the Kendall Elementary School, the Model Secondary School, and the National Technical Institute for the Deaf, and establish a 5-year reauthorization cycle for these institutions.

It requires that the elementary and secondary school programs operate under the requirements of Public Law 94-142, the Education of All Handicapped.

The annual independent audits of both Gallaudet University and the National Institute for the Deaf are required. A program officer is designated at the Department of Education to provide ongoing review and evaluation.

Finally, the bill establishes an ad hoc National Commission on the Education of the Deaf with the charge of studying the current status of the deaf education throughout the country and reporting specific recommendations to the Congress for improvements.

I would especially appreciate hearing your thoughts on this legislation, and I commend Senator Weicker on the good work that has been done on this bill, and would like to hear your views on the proposal and any further suggestions you may have.

I would like to apologize for Mr. Williams' absence this morning. He is marking up the budget, and he will join us just as soon as he can.

At this time, I would like to turn to Congressman Bartlett for any opening statement he might have.

Mr. BARTLETT. Thank you, Mr. Chairman. I would have a couple of preliminary remarks. I'm looking forward to this hearing and to continued hearings, both on a formal and informal basis, as an opportunity to learn and for the Congress to learn more about the educational needs of deaf Americans over the coming decade.

I do recognize deafness as a unique disability, and I'm certain that Congress will craft legislation with that uniqueness in mind. Frankly, I have to say I'm impressed with the administration's proposal for an endowment. It seems to me to be a good idea and a step in the right direction. But I do want, through the course of this hearing and other hearings, to be certain that it doesn't present any unforeseen problems to NTID and to Gallaudet, and that it is constructed in a correct and helpful manner.

It is a good idea to provide NTID and Gallaudet with more congressional oversight and, therefore, with more congressional support. These institutions will be going through a period of declining enrollment perhaps, because of the rubella bulge decline, and various proposals such as enrollment of foreign students should require some careful scrutiny by Congress.

I'm interested, as I know the witnesses are, in not only those students who are served by Gallaudet and by NTID as well as the postsecondary institutions, but also deaf adults who have continuing education needs throughout this country. I do look forward to hearing from Congressman Bonior and Congressman Gunderson, and recognize them for their interest in Gallaudet.

I look forward to, both at this hearing and over the coming months, to learning a good deal and to inviting formal and informal information that will be presented to Congress through this subcommittee. I am a supporter of Gallaudet and NTID and believe that this process will result in strengthened institutions.

Mr. Chairman, thank you.

Mr. MARTINEZ. Thank you, Mr. Bartlett.

With that, I would like to introduce the Honorable Steve Gunderson and the Honorable David Bonior, who are both members of the board of trustees of Gallaudet College.

TESTIMONY OF HON. DAVID BONIOR, REPRESENTATIVE FROM THE STATE OF MICHIGAN

Mr. BONIOR. Thank you, Mr. Chairman. It's our hope that it will be a university very shortly. It's very nice of you to ask Steve and I to lead off these hearings this morning.

Mr. Chairman, 170 years ago two men set sail for America from France. One was the deaf Frenchman, Laurent Clerc. The other was a hearing impaired minister, the Reverend Thomas H. Gallaudet.

During the enlightenment, education for the deaf flourished in France. Reverend Gallaudet went to France to learn sign language and the techniques of deaf education.

The two were now coming to America, hoping to found an American school for the deaf. As Laurent Clerc described it: "We spent the voyage to America in useful employment. I taught Mr. Gallaudet the methods of signs, and he taught me English."

From that partnership, indeed from that voyage, sprang education for the deaf in America. Laurent Clerc and Thomas Gallaudet founded the first school for the deaf in America just 1 year later, in 1817.

In 1864, Thomas Gallaudet's son, Edward Miner Gallaudet, founded the first college for the deaf in the entire world. Today, Gallaudet College is still the world's only accredited 4 year liberal arts college for the hearing impaired.

Laurent Clerc and the Gallaudet family ushered in a golden age for the hearing impaired in the United States. At the end of the Civil War there were 26 schools for the deaf in the United States. Today, in 1986, we are in the midst of a second renaissance which began in the 1960's. It has been a period of new pride and accomplishment for the hearing impaired.

Through the National Theatre of the Deaf, founded in 1965, the hearing impaired have broadened our understanding with striking plays like "Children of a Lesser God," which debuted in 1979 and stunned Broadway in 1981.

Beginning in the late 1970's, the hearing impaired have won access to television through closed captioning, and they have added to the depth of television through last year's moving Hallmark Hall of Fame special, "Love is Never Silent," among other productions.

In 1981, for the first time in history, a deaf writer, Jack Gannon, wrote a history of deaf America, entitled "Deaf Heritage." I have a copy of that book for the chairman and the ranking member, and will be delighted to present this to you at the close of our testimony.

Each generation of hearing impaired Americans must renew the struggle for dignity and for independence. They wage that struggle from their school on the hill, Gallaudet College, which shines like a beacon across not merely this land but the entire world. For Gallaudet College is more than just a school where students study hard and seek to measure the limits of their independence. Gallaudet College is a place where the deaf community comes together to shape its future.

Deafness is not a disability like other disabilities. It is a disability that strikes directly at the ability to communicate, and so to learn. The deaf must first create a language out of silence, and only then can they begin the formal task of learning.

Many fail. A recent study found that deaf high school students, in general, performed at the fourth grade level in reading, and at the sixth grade level in arithmetic, their best subject; 30 percent of adult deaf Americans are illiterate, according to a 1974 study.

Of Gallaudet's approximately 2,000 students, around 1,700, or some 85 percent, are prelingually deaf. That is, they were either born deaf or became deaf before they acquired a language. Despite their disability, those students will not only graduate from college, they will go on to succeed in the competitive world of the hearing. Listen to just a few statistics.

Gallaudet's graduation rate, nearly 80 percent, was the highest of all the deaf programs surveyed in the recent GAO report.

Of all the deaf college graduates in this country—mind you, out of all of them—two-thirds received their degrees from Gallaudet College.

The median income of Gallaudet graduates is about equal to the national average and, over time, the unemployment rate of Gallaudet graduates is actually lower than the national average for hearing America.

A few blocks from this hearing room, there are thousands of students and teachers working miracles. The miracles have become so routine that the accomplishment may seem normal, but it is not.

Gallaudet students succeed, because they are extraordinary people, working hard. But they also succeed because the school works intensively with each student, helping each student develop a private roadmap to increased dignity and independence.

Gallaudet graduates become leaders in their hearing world as well. Gallaudet graduates helped to form the National Association of the Deaf, founded in 1980, as well as the National Theatre of the Deaf.

If you saw Phyllis Frelich's moving performance in "Children of a Lesser God," you have watched a Gallaudet graduate work. If you were moved by the Hallmark Hall of Fame production of "Love is Never Silent," you have seen Gallaudet graduates at work. Not just in the starring roles played by Phyllis Frelich and Edmund Waterstreet, who is a Gallaudet graduate as well, but behind the scenes in the work of the coexecutive producer, Julianna Field, a Gallaudet graduate.

Through its research institute, its five regional centers and its outreach efforts at the elementary and secondary levels, Gallaudet touches the lives of hearing impaired Americans at every age.

Gallaudet's unique performance has not come at a high price. The school's per-student cost for education services are in the middle range of the costs at other special institutions serving the deaf, according to the recent GAO report. The school's management, under its new president, Dr. Jerry Lee, is actively seeking new ways to cut costs while keeping programs and services at the level of excellence that has always been the hallmark of Gallaudet.

Mr. Chairman, approximately 9 percent of Americans are hearing impaired, some 19 million or more. There are tens of thousands

of hearing impaired citizens in my district and yours; indeed, in every district of every member of this committee.

Deaf education was born 170 years ago in a rare partnership between a deaf teacher and a hearing minister. If deaf education is to continue to grow in America, then we must constantly renew that partnership.

When Thomas Gallaudet founded America's first school for the deaf, the school received a $5,000 grant from the State of Connecticut. It was an unprecedented action, the first appropriation of public money ever made in America for a charitable institution.

As the committee considers the Education of the Deaf Act which will reauthorize Gallaudet College and grant it university status, I urge you to continue the partnership begun nearly two centuries ago.

Thank you.

[The prepared statement of Hon. David E. Bonior follows:]

PREPARED STATEMENT OF HON. DAVID E. BONIOR, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF MICHIGAN

One hundred and seventy years ago, two men set sail for America from France. One was a deaf Frenchman, Laurent Clerc, the other was a hearing impaired minister, the Reverend Thomas H. Gallaudet.

During the enlightenment, education for the deaf flourished in France. Reverend Gallaudet went to France to learn sign language and the techniques of deaf education.

The two were now coming to America, hoping to found an American school for the deaf. As Laurent Clerc described it:

We spent the voyage to America in useful employment. I taught Mr. Gallaudet the methods of signs, and he taught me English.

From the partnership, indeed, from that voyage, sprang education for the deaf in America. Laurent Clerc and Thomas Gallaudet founded the first school for the deaf in America just one year later, in 1817.

In 1864, Thomas Gallaudet's son, Edward Miner Gallaudet founded the first college for the deaf in the entire world. Today, Gallaudet College is still the world's only acredited four year liberal arts college for the hearing impaired.

Laurent Clerc and the Gallaudet family ushered in a golden age for the hearing impaired in the United States. At the end of the Civil War, there were 26 schools for the deaf in the United States.

Today, in 1986, we are in the midst of a second renaissance, which began in the 1960's. It has been a period of new pride and accomplishment for the hearing impaired.

Through the National Theatre of the Deaf, founded in 1965, the hearing impaired have broadened our understanding with striking plays like *Children of a Lesser God*, which debuted in 1979 and stunned Broadway in 1981.

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And they have added to the depth of television through last year's moving Hallmark Hall of Fame special, *Love is Never Silent*, among other productions.

In 1981, for the first time in history, a deaf writer, Jack Gannon wrote a history of deaf America, entitled *Deaf Heritage*.

Each generation of hearing impaired Americans must renew the struggle for dignity and independence. They wage that struggle from their school on the hill, Gallaudet College, which shines like a beacon across not merely this land, but the entire world.

For Gallaudet College is more than just a school where students study hard, and seek to measure the limits of their independence. Gallaudet College is a place where the deaf community comes together to shape its future.

And not just as students and parents, visitors and friends, but as teachers and administrators. Today, nearly 25% of Gallaudet's staff is deaf, including deans, department chairmen, program directors, a vice president, and four members of the Board of Trustees.

Deafness is not a disability like other disabilities. It is a disability that strikes directly at the ability to communicate, and so to learn. The deaf must first create a language out of silence, and only then can they begin the formal tasks of learning.

Many fail. A recent study found that deaf high school students in general performed at the fourth grade level in reading and writing, and at a sixth grade level in arithmetic (their best subject). 30% of adult deaf Americans are illiterate, according to a 1974 survey.

Of Gallaudet's approximately 2100 students, around 1725, or some 85% are prelingually deaf. That is, they were either born deaf or became deaf before they acquired a language.

Despite their disability, those students will not only graduate from Gallaudet, they will go on to succeed in the competitive world of the hearing. Listen to just a few statistics.

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Gallaudet students succeed because they are extraordinary people, working hard. But they also succeed because the school works intensively with each student, helping each student develop a private road map to increased dignity and independence.

Gallaudet graduates become leaders in their hearing impaired communities, and, yes, leaders in the hearing world as well. Gallaudet graduates helped to form the National Association of the Deaf, founded in 1880, as well as the National Theatre of the Deaf.

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As the Committee considers the Education of the Deaf Act which will reauthorize Gallaudet College and grant it university status, I urge you to continue the partnership begun nearly two centuries ago.

Mr. MARTINEZ. Thank you. Mr. Gunderson.

TESTIMONY OF HON. STEVE GUNDERSON, REPRESENTATIVE FROM THE STATE OF WISCONSIN

Mr. GUNDERSON. Thank you, Mr. Chairman, and members. It is a distinct privilege to be here today, because by virtue of being here before this subcommittee I am able to fulfill one of the best honors that I have had while serving in the Congress; and that is to be chosen and appointed by Speaker O'Neill with Dave Bonior as one of the two House Members on the Gallaudet College Board of Trustees.

It is also a very personal experience for me, because we have in our family a deaf child who we sincerely hope in a few years will become not only a student but a graduate of Gallaudet University, at that particular point in time.

As a member of the full House Education and Labor Committee and also as a trustee of Gallaudet College for the past year, I really appreciate this opportunity to simply add my support to the unique mission and importance of Gallaudet College which is, of course, in my opinion, the important title I of the Education of the Deaf Act, and I really want to focus my remarks on title I.

Gallaudet College, since opening its doors in 1864, has grown to serve as an international symbol of the unique aptitude, potential, and talent of hearing impaired individuals. Additionally, Gallaudet College has continued to deliver outstanding programs, leadership, opportunities and vision for the hearing impaired of all ages.

Gallaudet College has evolved throughout its history as a multi-faceted education establishment, offering learning opportunities for preschool youngsters at Kendall Demonstration Elementary School, to high school students at the Model Secondary School for the Deaf, to the extensive work occurring at the Gallaudet Research Institute. Certainly, this is an innovative learning environment for both faculty and for the students.

In that regard, I recall when Dr. Jerry Lee and I visited shortly after he came as president. He told me at that time he was just trying to learn sign language. So I would hope that this subcommittee would challenge him to give his testimony in sign language to see how he has progressed over the last year.

Education, outreach, and research, cornerstones of the Gallaudet College mission, are clearly evident through the ageless activities executed in the main campus here in Washington, DC, and its extension centers throughout the United States. In that regard, I would encourage every member of this subcommittee, through this process, enjoy a spring day, walking through the Gallaudet College campus with Dr. Lee, as I have been privileged to do about a year ago. It is truly a wonderful, wonderful morning.

As a liberal arts institution serving 2,632 precollege and college students in the previous academic year, Gallaudet College has been highly ranked by college presidents and in a U.S. News and World Report survey. In 1983, Gallaudet College was ranked fifth best regional liberal arts college in the Eastern United States.

With the dedication of Gallaudet College's administrators, faculty, staff, and students, the 1985 survey ranked Gallaudet College third of Eastern smaller comprehensive institutions, a commendable accomplishment illustrating the depth and the quality of this

particular college, a college which was set out with a mission and which, obviously, has gone beyond the mission to also achieve excellence in its role.

Serving to open doors that were previously closed to hearing impaired individuals, Gallaudet College's success is equally visible through the high percentage of graduate placement and careers of its alumni, as Dave referred to in his testimony.

The future of Gallaudet College is extremely bright with endless opportunities for hearing impaired individuals. It is a unique educational environment making an incredible impact on all people, especially the communities, families, and individuals it serves. All it needs at this point in time is for us to continue its reauthorization, which we have the opportunity and, in my opinion, the privilege to do in the Education of the Deaf Act.

With that, Mr. Chairman and members, I indeed thank you for this opportunity to offer a small but very heartfelt endorsement of Gallaudet College.

Mr. MARTINEZ. We understand the sincerity with which you speak. It is very heartwarming.

Mr. Bartlett.

Mr. BARTLETT. Thank you, Mr. Chairman. A comment and a question. I very much appreciate Congressman Bonior's comments, particularly on literacy. It does seem to me to be the most significant feature that we in the Congress and as a matter of public policy we ought to approach; that is, improving literacy among hearing impaired. It seems to me that that issue may also be addressed come the reauthorization of the Education of the Handicapped Act in terms of placing an emphasis—a reemphasis on literacy, which we all support.

My question of each of you would be, have you had an opportunity to review the proposal for the creation of a Federal matching endowment, and what is your visceral reaction to that proposal? As I understand, it is based in some part upon a similar matching endowment at Howard University. It would provide a Federal match, $1 million authorized 1 year for each of the next 5 years to each of NTID and Gallaudet, and the match would be raised by the respective institutions from the private sector. Then 50 percent of the interest could be used for operations over the first 20 years.

Mr. BONIOR. This specifically for improving literacy?

Mr. BARTLETT. No. It would be, in fact, for improving the operations of Gallaudet, to establish an endowment for the institutions.

Mr. BONIOR. Well, I haven't frankly looked at the specifics of what you're referring to, but I'd be delighted to do so. I would prefer not to comment until I do.

Mr. BARTLETT. It will be a subject, I think, that will be discussed.

Mr. GUNDERSON. Let me just make a general comment, because I do not have the specifics and do not want to speak or be interpreted as speaking for Gallaudet College as to a position. I think that all of us who have been involved in the reauthorization of the Higher Education Act clearly recognize one of our major roles, is to find a way in which to create some endowments in many of our institutions of higher education.

Certainly, from that perspective we ought to recognize the consistency of doing the same with Gallaudet College.

Mr. BONIOR. How would the match work? Is it a 50/50 match?

Mr. BARTLETT. Fifty/fifty match, Federal Government putting up $1 million a year to be matched by fundraising efforts by Gallaudet College and NTID.

Mr. BONIOR. And the expenditures would be—would rest with the institution, or would there be any hooks to the Federal match?

Mr. BARTLETT. Well, the funds, as I understand the proposal—and it's still being developed. The funds would go into the endowment, and then the funds would be spent out of that endowment. But for the first 20 years only 50 percent of the interest could be spent out of the endowment. The rest of the interest would be required to accrue in order to build up a good sized endowment after 20 years.

Mr. BONIOR. And the interest is to be spent on operational costs and new programs?

Mr. BARTLETT. Pretty well open ended. It would be by the institution. One of the controversies—and I say controversy loosely. I'm not convinced that it, in fact, is a real controversy—is obviously whether the endowment's income would be spent to replace Federal funds, since most of the funds for the institution come from the Federal Government, or whether it would be to provide additional initiative to the institution.

It would be my thought it would be unlikely that it would replace current funds, but there is some at least conversation about it.

Mr. MARTINEZ. Would the gentleman yield?

Mr. BARTLETT. Be happy to yield.

Mr. MARTINEZ. I understand that Mr. Carnes is going to address that same issue. If you have the time and you want to know a little bit more about it, you might stay back and listen to his testimony.

Mr. BARTLETT. Thank you, Mr. Chairman.

Mr. MARTINEZ. Thank you. Thank you, Congressman Bonior and Congressman Gunderson.

At this time I'd like to call forward Mr. Bruce Carnes, and accompanying Mr. Carnes is Mr. Tom Skelly. Would you come forward.

As I understand it, Mr. Carnes, you will be giving the testimony, and Mr. Skelly is here to accompany you and to answer any questions?

Mr. CARNES. To answer any questions that I can't answer.

Mr. MARTINEZ. OK. Would you proceed.

TESTIMONY OF BRUCE CARNES, DEPUTY UNDER SECRETARY FOR PLANNING, BUDGET AND EVALUATION, DEPARTMENT OF EDUCATION

Mr. CARNES. Thank you very much, Mr. Chairman. I'm pleased to be here to address you and the members of this subcommittee on behalf of Secretary Bennett and the administration concerning S. 1874 and our proposed legislation for endowment for special institutions.

I have a written statement which I would request be included in the record, if you please.

Mr. MARTINEZ. Let me announce at this time that all written statements from all witnesses will be entered into the record in their entirety, and we would ask you to please summarize and try to hold to the 5-minute rule as closely as possible.

Mr. CARNES. I certainly will, Mr. Chairman. I will be quite brief.

Basically, my remarks encompass two overall points. First, I'd like to outline the Department's proposed legislation to establish a federally funded endowment program for Gallaudet and NTID; and second, to present the administration's views on S. 1874, the Education of the Deaf Act.

Some weeks ago, Mr. Chairman, we submitted legislation to authorize a Federal matching endowment building grant program for Gallaudet and NTID. These endowment grants would be patterned after similar grants enacted for Howard University in 1985. In that connection, let me mention that that program has been very successful. Howard has indeed more than matched the Federal donation already this fiscal year, in other words, quite ahead of schedule.

An endowment building program for Gallaudet and NTID would stimulate contributions from non-Federal sources and strengthen incentives for contributors to give to support these institutions. It would stimulate the institutions themselves to seek outside contributions, and it would help them meet future needs and ultimately reduce or at least help offset additional funding requirements they might have down the road.

Basically, the proposal is designed to enable these institutions to achieve greater self-sufficiency. The Federal Government currently provides over 80 percent of the operating support for Gallaudet and NTID. In 1987, we are proposing $60,700,000 for Gallaudet, which is an increase from $59.3 million in 1986, and $31.4 million for NTID, up from $30.6 million in 1986.

This would include $1 million for each for endowment programs. The endowment proposal specifically would be a one for one match of Federal dollars with non-Federal dollars. The endowment would be invested in low risk investments. Half of that investment income each year could be used for operations. The other half, plus the principle, would remain invested.

Over a period of 20 years, we project that it is ultimately possible that these institutions could accrue upwards of $60-$65 million in endowment. That is, even with drawing down 50 percent of the income annually.

S. 1874, if amended to include this provision, could include it for a 5-year program which, if successful, could be renewed. It is our expectation that it would be successful, based on the track record of other similar programs.

This draft bill which the administration has submitted could be easily adapted for inclusion in S. 1874.

Now if I could turn to S. 1874 and its provisions very briefly. Generally, the administration supports that bill and its goals, especially improving the education of deaf students and ensuring accountability of Federally supported institutions serving those students.

We particularly support a 5-year reauthorization cycle for Gallaudet and NTID. This would enhance oversight, quality control,

program revision. We also support the conferring of university status upon Gallaudet.

Further, we support the establishment of a program officer, a project officer in the Department of Education as a link with these institutions.

We have some reservations about the mechanics of making part B of EHA applicable to Kendall School and the Model Secondary School for the Deaf. We support the overall intention. We wonder whether, in fact, the intention as it was expressed in S. 1874 is somewhat in conflict with the actual intention of the drafters of that bill.

We would be happy to discuss this with your staffs in greater detail.

We do oppose, however, some provisions of that bill, the excessive fixed authorizations for appropriations. We are recommending increases in the funding for these institutions, but not to the degree authorized in S. 1874.

We also oppose the establishment of a Study Commission on Education of the Deaf. This, we believe not to be necessary. The National Council on the Handicapped has sufficient authority to make the studies that would be needed in this connection.

We also, with respect to the project officer which the bill provides for, request that the reporting authority of the project officer be left to the discretion of the Secretary, as is the case with every other project officer in the Department of Education.

We recommend amendments to sections in 1874 on audit requirements and on annual reports.

With that, Mr. Chairman, I conclude my remarks and would welcome any questions you might have.

[The prepared statement of Bruce M. Carnes follows:]

STATEMENT OF BRUCE M. CARNES, DEPUTY UNDER SECRETARY OF PLANNING, BUDGET AND EVALUATION, DEPARTMENT OF EDUCATION

Mr. Chairman and Members of the Subcommittee; it is my pleasure to appear before you on behalf of Secretary Bennett to present the Administration's views on S. 1874, the Education of the Deaf Act, and on our proposal to establish endowment matching programs for Gallaudet College and the National Technical Institute for the Deaf.

ENDOWMENT PROGRAM

Before I discuss the Administration's views on the Education of the Deaf Act, I would like to recommend to the Committee legislation to authorize the establishment of Federal matching endowment programs at Gallaudet and NTID. We have recently submitted to the Congress proposed legislation to accomplish this purpose. This legislation also supports recommendations reflected in the President's budget for fiscal year 1987.

The Federal Government provides over 80 percent of the operating support for Gallaudet College and the National Technical Institute for the Deaf (NTID). For example, in fiscal year 1986, Gallaudet received a separate appropriation of $59.3 million and NTID received a separate appropriation of $30.6 million. The President's Budget for fiscal year 1987 proposes $60.7 million for Gallaudet and $31.4 million for NTID, including $1 million for each institution for a proposed endowment matching grant.

Under the proposed legislation, Gallaudet and NTID would receive part of their annual appropriations as endowment grants which they would be required to match one-for-one with non-Federal contributions. The resulting endowment funds would then generate income from low-risk investments that could be used to support programs, salaries, services, or construction. Half of the investment income earned

each year could be withdrawn for expenditure. The other half of income and the principal would remain invested. Additional annual grants and matching contributions would result in greater income in the future.

The endowment grant would have the advantage of stimulating contributions from non-Federal sources and ultimately reducing heavy reliance on Federal support. Because of the matching requirement, potential contributors would have a stronger incentive to give money to Gallaudet and NTID. There would also be a stronger incentive for the institutions to obtain additional non-Federal support. We believe that enactment of these endowment grant programs would support and assist the further development of Gallaudet and NTID.

Mr. Chairman, our proposed legislation could very easily be adapted for inclusion in S. 1874. I request that our draft bill and section-by-section analysis be included in the record of this hearing.

S. 1874, THE EDUCATION OF THE DEAF ACT

This bill would place Gallaudet College, Kendall Demonstration Elementary School, the Model Secondary School for the Deaf, and the National Technical Institute for the Deaf (NTID) on a five-year reauthorization cycle. These schools are currently authorized indefinitely. The bill would also subject the programs at the Kendall Elementary and Model Secondary schools to the requirements of Part B of the Education of the Handicapped Act, require the Secretary of Education to appoint a project officer within the Office of Special Education and Rehabilitative Services for Gallaudet, NTID, and certain other postsecondary programs for the deaf, and create a Commission on Education of the Deaf.

The Administration supports the bill's goals of improving the education of deaf students and ensuring the accountability of federally-supported institutions serving those students. However, we have reservations about, or object to, certain features of the bill.

AUTHORIZATION OF APPROPRIATIONS

We support the approach in S. 1874 of placing Gallaudet and its affiliated schools and the National Technical Institute for the Deaf on a definite reauthorization cycle. We believe that regular reauthorization is more likely to result in oversight, quality control, and needed revisions to the programs. We note that while the Federal Government has provided virtually all of the funding for Gallaudet for more than a century, and for NTID since its inception in 1965, oversight of these institutions has not followed the pattern customary with respect to the Department's other programs. We believe oversight could be strengthened.

On the other hand, we are very concerned with the authorization levels for both Gallaudet and NTID included in S. 1874. Section 408 of the bill would authorize $65.3 million for Gallaudet and $33.7 million for NTID for fiscal year 1987 and increase those amounts by approximately six percent each year through fiscal year 1991, when the authorizations for Gallaudet and NTID would be $82 million and $42.4 million, respectively. We believe that, at a time when we are all aiming to reduce the budget deficits substantially, these authorizations that increase twice as fast as inflation are excessive.

In accord with the President's fiscal year 1987 budget, we recommend authorizations of $60,737,000 for Gallaudet and $31,380,000 for NTID, including $1,000,000 each for the proposed endowment matching grants. This level of funding provides adequate Federal program support. Rather than establish specific dollar levels for the outyears, we recommend authorizing the appropriation of "such sums as may be necessary."

APPLICABILITY OF EDUCATION OF THE HANDICAPPED ACT

Sections 111(b) and 121(b) of the bill would subject the programs of the Kendall Demonstration Elementary School and the Model Secondary School for the Deaf, respectively, to Part B of the Education of the Handicapped Act (EHA-B). However, the children who attend these schools reside in school districts that, under the EHA-B, are already required to evaluate these children, make available to them a free appropriate public education (in accordance with an individual education program, and in the least restrictive environment), and provide the children and their parents the procedural safeguards described in the Act. While we, of course, fully support the EHA-B and its requirements, we believe that sections 111(b) and 112(b) are unecessary and ambiguous. We believe that it would be highly duplicative and confusing simultaneously to place these requirements on the Kendall and Model

Schools themselves. The lack of a clear statement of the respective responsibilities of the district of residence and of the Kendall or Model School could well result in the failure of both parties to provide appropriate services to individual children. Moreover, it is not at all clear how several sections of the EHA-B would apply to these schools, including provisions establishing funding formulas, requiring the submission of State plans and local applications, and providing for enforcement of the Act by the Federal Government. The confusion that would result from these provisions in evident from the report of the Senate Committee on Labor and Human Services which accompanied the bill. Contrary to the language of the bill itself, the report suggests that it is the school districts where these children reside, rather than the Kendall and Model schools themselves, that would be made subject to the EHA-B. As I have already noted, however, these children are already protected by the EHA-B by virtue of its applicability to districts in which they live.

Rather than adopt the overly broad and ambiguous language of S. 1874 on this point, we would prefer to work with the committee to determine what special provisions, if any, may be needed with respect to children at the Kendall and Model Secondary schools, and to develop those provisions accordingly.

STUDY COMMISSION

Title III of the bill would establish a Commission on Education of the Deaf to study the infant and early childhood, elementary, secondary, and postsecondary education of deaf persons throughout the country, and to report its findings and recommendations to the President and the Congress within 18 months of the bill's enactment. The Commission would go out of business 90 days following submission of its report. We oppose the creation of a new commission for this purpose, as well as its composition as set out in S. 1874, and recommend that any necessary studies and recommendations be made by the National Council on the Handicapped, which is already in place and which has board authority to make recommendations on Federal programs for the handicapped.

AUDIT REQUIREMENTS

Section 403(b) of the bill would require independent audits of both Gallaudet and NTID, but does not specify their frequency. We recommend that the bill require these audits to be conducted at least every two years, covering both years, and be carried out in accordance with generally accepted accounting standards. The Education Department's Inspector General will also continue to audit these institutions as needed.

REPORTING REQUIREMENTS

Section 404(a) of the bill would require the Gallaudet Board of Trustees to submit an annual report to the Secretary concerning the operations of Gallaudet University. Section 122(b)(2) would also require the University to submit an annual report to the Secretary concerning the operation of the Model Secondary School. In order to avoid duplication and undue paperwork, we recommend that all provisions requiring Gallaudet to report to the Secretary be included in section 404(a) and that Gallaudet be required to submit only one annual report.

PROJECT OFFICER IN DEPARTMENT

Section 406 of the bill would require the Secretary of Education to appoint a project officer, within the Office of Special Education and Rehabilitative Services, for Gallaudet, NTID, and certain other postsecondary programs for the deaf. The project officer would report directly to the Secretary. We do not object to carrying out the responsibilities described in section 406, or the use of a project officer for that purpose, but it is our firm view that the bill should not specify the particular office within the Department to carry out these responsibilities. Neither should it require that the project officer report directly to the Secretary. Indeed, it is inconsistent to require that the project officer be "in the Office of Special Education and Rehabilitative Services," yet report directly to the Secretary thus bypassing the authority of the Assistant Secretary in charge of OSERS. We strongly believe that these are administrative matters that should be left to the discretion of the Secretary and those to whom he delegates these functions.

I would be pleased to answer any questions which you or members of the subcommittee may have.

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Mr. MARTINEZ. I'd like you to elaborate a little bit. In your discussion when you talk about the matching endowment program for Gallaudet and NTID, you stated the endowment grant would have the advantage of stimulating contributions from non-Federal sources and ultimately reducing heavy reliance on Federal support. In that statement, you do not suggest that it would be eliminated completely, but I'm wondering, is it the administration's plan that eventually these moneys would encourage other kinds of endowments and grants from non-Federal agencies, and then eventually eliminating their Federal dependency altogether so that the Federal Government did not provide any moneys?

Mr. CARNES. No. I don't mean to imply that at all, Mr. Chairman. What I am suggesting is that, in the case of Gallaudet, and NTID, Howard, and in the case of many institutions of this sort, one of the major concerns and needs of these institutions is stable funding sources. The most successful universities and colleges in this country, obviously, have access to great levels of endowment and investment income.

What we think would help these institutions more than anything else is to provide for them an incentive as well as an opportunity to establish this kind of financial base for themselves. This would actually expand not only their financial security, but would give them other options that they might not have now.

We do not foresee that this would result in an elimination of Federal appropriations. That is not the intent of this. Actually, the intent is simply to provide both another source of income for these institutions and, second, to get them on a footing which ultimately is better for them.

Mr. MARTINEZ. If I understand you correctly, you're suggesting that stable funding is the basis for good programming. So that they need this, and in needing this you want this fund to establish some part of that stable funding, but when you mention stable funding there is nothing more stable than the Federal Government, or at least in my mind.

Mr. CARNES. Don't ask the Contras that question, sir.

Mr. MARTINEZ. But you're saying that you're not going to eliminate that Federal funding or dependency on that Federal funding altogether. You're just establishing a separate——

Mr. CARNES. That's correct.

Mr. MARTINEZ. All right. Very good. You mentioned the estimates of the amount of moneys that would be available. Would you go over that again one more time?

Mr. CARNES. Yes, sir. We would provide $1 million in Federal funds annually in our authorization recommendation, which the institution would then match annually, and could draw down 50 percent per annum of the investment income over the life of the program, which would be, say, 20 years. It could be extended as long as anyone wanted to extend it, but let's say over a 20-year period.

That particular provision, $1 million a year, invested and matched, our projection is, after an appropriation of Federal funds of $20 million, would result in total funding of approximately $60 to $65 million.

Mr. MARTINEZ. After a 20-year period?

Mr. CARNES. Yes, sir; $40 million of which coming from private sources and investments.

Mr. MARTINEZ. If the college itself were not able to come up with the million dollar match, the million dollars appropriated would then return to the Treasury?

Mr. CARNES. The funding as we are recommending it would be no-year money, and it would not be required to be matched in the year of the appropriation. They could have additional time to match it.

I think one of the provisions that we would be interested in having is that, after a reasonable time, whether it could be 2, 3, 4 years, if they've been unable to match it, then I think we ought to consider whether that money ought to return to the Treasury.

Mr. MARTINEZ. Well, in the meantime, they would be able to invest that million dollars?

Mr. CARNES. No, sir. They must raise the funds first. They have to certify it to the Government before they would get the money from us. They would not have to certify all one million of it before they got anything. In other words, it can be certified in installments as they accrue the funds.

Mr. MARTINEZ. Thank you. Mr. Bartlett.

Mr. BARTLETT. Thank you, Mr. Chairman.

Mr. Carnes, I very much appreciate your testimony and the very obvious attention and interest that the administration has paid to Gallaudet College and National Technical Institute for the Deaf. It is clear that you and the administration have taken a good deal of positive interest in these institutions.

As I said earlier, I'm very impressed with the proposal and support the proposal. I would comment that sometimes some of the words used to describe the proposal are not as precise as I think that they should be. So I suppose what I'm saying is that sometimes I'm more impressed with the proposal than with the description of the proposal, thinking, for example, you didn't say it in your testimony, a letter from Secretary Bennett which discussed in only one sentence, but it may be the sentence which would hold the whole thing up. These endowments which would be similar to the endowment established by Howard University would ultimately reduce the need for annual Federal appropriations.

Mr. CARNES. I see.

Mr. BARTLETT. It seems to me that that is not only not correct, but mathematically it could come nowhere close to being correct.

Mr. CARNES. No. I think that the intent of that statement is to suggest that, if for instance, these institutions desire to be operating at a level—let's say, Gallaudet at $100 million, through investment income and endowment building, it would be possible for them to achieve a funding level of that size without relying exclusively on Federal sources for doing that. That's all I think that means to say.

Mr. BARTLETT. I think, as far as the actual proposal itself, an accurate description would be more along the lines of what you just said and, in fact, that the interest from these endowments could be used to supplement Federal appropriations in some modest way, and more precisely, to improve the services, the quality, and per-

haps the quantity but more likely the quality of the services at the institutions to the students themselves.

Mr. CARNES. Yes, sir.

Mr. BARTLETT. I think that's the intent of the proposal, and that's clearly your testimony and your intent.

Mr. CARNES. Exactly right.

Mr. BARTLETT. Let me make sure I understand a few of the details of the proposal. First of all, the Federal Government would have no further claim on the endowment. As I understand, it would be spent by the institution. Or is that correct?

Mr. CARNES. That's accurate. That's correct.

Mr. BARTLETT. There would be no claim on the endowment by the Federal Government, either during the first 20 years or after that?

Mr. CARNES. That's correct, sir.

Mr. BARTLETT. Subsequently then, there would be no strings attached to the use of the funds other than it couldn't be used to purchase real estate, which does seem to me to be appropriate.

Mr. CARNES. Yes, sir. This is better than Federal money.

Mr. BARTLETT. So it's much better than Federal money. Ain't no strings to it.

Mr. CARNES. That's right.

Mr. BARTLETT. Other than the obvious conclusion, the Gallaudet alumni and the administrators of Gallaudet and the faculty and the students would obviously take a great deal of interest in how the funds would be spent to improve Gallaudet and NTID.

Mr. CARNES. I assume so, sir.

Mr. SKELLY. That's also true, Mr. Bartlett, with their current appropriation from the Federal Government.

Mr. CARNES. Correct.

Mr. BARTLETT. I wonder if you could give us some sense as how you would draw the parallel between these endowments and the endowment of Howard University? Do you believe that parallels are appropriate?

Mr. CARNES. Yes. I think it is appropriate. It is in fact virtually a clone of that proposal. I mentioned earlier that the record in the Howard endowment program. It's only been up for 1 year. They have actually exceeded the amount of the Federal contribution ahead of schedule. The million dollars offered by the Federal Government is already totally matched, and there are several months remaining in fiscal year 1986. So we imagine that this proposal will actually have the same fate.

If I could just elaborate a second, Congressman. With respect to whether the availability of private funds for supporting an endowment—for the latest year for which figures are available—private contributions for higher education in this country rose to $6,320 million and from corporations, that amount is $1,600 million. This is up 13 percent in just 1 year.

It's clear that private support for educational institutions is growing dramatically. We think that no institutions have a greater appeal or attraction potentially to private contributors than these institutions.

Mr. BARTLETT. Now I have one detail question which you may want to answer in written form, if you're not prepared now. That

is, there are some corporations and foundations—I'm thinking of the Mellon Corp. in particular—that has a policy that all interest income would have to be spent within a year after it is gained. Now I have to say, I like the proposal that for the first 20 years half the interest has to be reinvested, so you begin to build the capital. Have you looked at that to make certain that you have enough flexibility in the law that we wouldn't be turning down contributions that otherwise would be made but for that restriction?

Mr. CARNES. We will look at that, Congressman, and supply a response for the record, as well as to you personally on that.

Mr. SKELLY. There is one way I could say now of still looking at the law we have enabling half of the interest income to be spent and also spending all of the interest income raised from, say, the Mellon contribution if they wanted to donate all the $1 million in matching. In other words, you would be spending the interest on the Mellon money and saving the interest on the Federal money. Mathematically, it could work out to the same thing. You could satisfy them and the Federal requirement.

Mr. BARTLETT. That's what I had hoped for in your written response, was to tell us where we could put the mirrors up to make it work and yet retain the principle involved.

Mr. CARNES. Yes, sir. It can be done.

Mr. BARLETT. On my initial comment, I do—I would suggest that, while it is very true for all time that ideas have consequence, and this is an idea that could well have a positive consequence on the lives of hundreds of thousands or more deaf students throughout the country, words sometimes have the consequence of destroying good ideas. So I would urge you and others in the administration to be very careful of the words and be very precise as to what the purpose of the endowment income would be.

Mr. CARNES. Thank you.

Mr. BARTLETT. Thank you.

Mr. MARTINEZ. Thank you, Mr. Carnes and Mr. Skelly, for your valuable testimony.

Excuse me, Mr. Carnes. Charlie snuck in here late, and I didn't notice. Mr. Hayes, do you have any questions?

Mr. HAYES. I recognize the time constraints which we're obviously operating under. I don't want to be abusive of the 5-minute limit. In fact, I won't use it all. I've got a couple of questions, very brief. I'm piggybacking, my colleague Mr. Bartlett, on your question.

I'm not clear. I'm a little foggy. If you know, why is it that the Senate didn't include in the bill the provision on endowment, since the administration apparently supports it?

Mr. CARNES. Yes. We had some conversations with the Senate concerning the provision of an endowment building program. However, as we were drafting this proposal, the calendar was such that the Senate moved to pass the bill prior to considering our proposal. That is to say, we got our proposal up to them about a day or so before the final passage, and they just didn't have time to review it.

Our conversations with them, both prior to that and subsequent to that, indicate that they favor this idea.

Mr. HAYES. My final question has to do with wanting to know whether or not the administration intends to request additional moneys over and above its fiscal year 1987 request we could ultimately wind up losing money.

Mr. CARNES. Yes. As I have already indicated to the Chairman, we do not in this proposal intend thereby to next move to reduce Federal appropriations for these institutions; quite the contrary.

Please believe me when I say that the motivation here is to provide greater and more stable sources of funding for these institutions, not to jerk the rug out from under them. As to fiscal year 1988–89, I'm certainly not in a position to be able to comment on what the administration's specific proposal would be on these particular institutions, anymore than I am on any other area; but, obviously, what we do recommend in this area will also be determined by the context of our other programs and what happens in 1987 appropriations for the Government as a whole.

Mr. HAYES. Thank you, Mr. Chairman.

Mr. MARTINEZ. Again, thank you, Mr. Carnes. Thank you, Mr. Skelly.

Mr. CARNES. Thank you, Mr. Chairman.

Mr. MARTINEZ. At this time, I would like to call Dr. Jerry Lee, president of Gallaudet College. Of course, he will not give his testimony in sign language.

Mr. LEE. Thank you.

Mr. MARTINEZ. And Dr. William Castle, Bill Castle, president of the National Technical Institute for the Deaf, and Mr. Bob Lauritsen. Did I pronounce that close?

Mr. LAURITSEN. Close.

Mr. MARTINEZ. Close. Mr. Lauritsen is division manager, special needs, St. Paul Technical Vocational Institute.

Welcome, gentlemen, and you can start with Dr. Jerry Lee.

STATEMENTS OF DR. JERRY LEE, PRESIDENT, GALLAUDET COLLEGE; DR. WILLIAM CASTLE, PRESIDENT, NATIONAL TECHNICAL INSTITUTE FOR THE DEAF; AND BOB LAURITSEN, DIVISION MANAGER, SPECIAL NEEDS, ST. PAUL TECHNICAL VOCATIONAL INSTITUTE

Mr. LEE. Thank you, Mr. Chairman. Thank you for this opportunity to present testimony with regard to the Education of the Deaf Act of 1985.

I have an opening statement which I propose to submit for the record. In the interest of time, I will give a brief oral summary.

Mr. MARTINEZ. Thank you.

Mr. LEE. First, may I express my appreciation to members of this committee for your interest in and sensitivity to the educational and related service needs of the Nation's hearing impaired population.

The proposed legislation will serve a number of useful purposes: First, for higher education it will provide new visibility and strengthen the role of the higher education community in its service to deaf persons.

Next, for Gallaudet College it will provide university status, thus recognizing the truly comprehensive program which Gallaudet is implementing.

For Congress and the administration, it will provide a more consistent level of oversight of programs receiving Federal support on behalf of deaf persons.

For the deafness related education community, the Commission on Education of the Deaf will provide new information and insights into our efforts to deliver comprehensive educational services to hearing impaired people of every age.

For hearing impaired children and youth, it will assist with arriving at reasonable interpretation of public policy on their behalf.

There are at least two provisions of the legislation which we hope will receive modification for a more specific interpretation. It is suggested that the project officer be provided specific functions relating to information sharing and liaison as opposed to making decisions on behalf of programs serving hearing impaired persons.

Additionally, I request consideration be given that would permit Gallaudet College and NTID to be represented on the National Commission.

Again, Mr. Chairman, thank you for the opportunity to appear before this committee. I shall be pleased to comment further in response to any questions which the committee may have.

[The prepared statement of Jerry C. Lee follows:]

PREPARED STATEMENT OF JERRY C. LEE, PRESIDENT, GALLAUDET COLLEGE

INTRODUCTION

Mr. Chairman, I am pleased to appear before this Committee and participate in deliberations on the Education of the Deaf Act of 1985 (S. 1874). The Gallaudet College Community joins me in expressing our gratitude to you for your work on behalf of handicapped citizens. In particular we are most appreciative of your interest in and senstivity to the educational and related service needs of our hearing impaired population. As Gallaudet renews its commitment to this population and seeks to serve them in greater numbers and in more effective ways, the proposed legislation is most timely.

As an opening statement, this portion of my testimony will focus primarily on the implications of S. 1874 for Gallaudet College. Accordingly, it seems appropriate to review briefly a bit of relevant history.

HERITAGE AND GROWTH

On April 8, 1864 the 38th Congress passed the enabling act that established Gallaudet College, first known as "The National Deaf-Mute College." In signing this act, President Abraham Lincoln provided yet another demonstration of his unswerving support of education, human rights, and civil rights.

Two years earlier, the passage of the Morrill Act by Congress had set the stage for a revolution in American higher education. Through this act Congress provided grants of land to the states for the development of colleges. The land grant schools that later flourished opened the doors of higher education to all aspiring citizens, including women and minorities. The establishment of Gallaudet College extends this land grant principle by inviting deaf Americans to share the benefits of a liberal higher education.

Since its founding, the College has become a symbol of the abilities of deaf people by providing leadership, inspiration, and exemplary programs for deaf people from all around the world. Over the years, the College has expanded its scope of services beyond the traditional four-year liberal arts and practical sciences degrees, just as the land grant institutions have expanded their services to meet society's changing needs. The College has become a multi-purpose educational institution. It provides not only academic programs from pre-school through Ph.D. levels, but also public

services to tens of thousands of persons each year, and research programs aimed at meeting the needs of deaf people worldwide.

In meeting this responsibility, Gallaudet has enjoyed a remarkable partnership with the Federal Government, a partnership that places the College among a select group of special institutions monitored by Congress and the Department of Education. It has been through this effective mechanism that the Federal Government has offered valuable educational support to the deaf community. Graduates and other constituents of the College have continually repaid this investment over the years through their productivity as fully particpating and tax-paying citizens.

UNIVERSITY STATUS FOR GALLAUDET

The Education of the Deaf Act of 1985 provides opportunity for a heightened level of visibility and new vigor to be placed at the disposal of the higher education community on behalf of deaf persons. Gallaudet College is privileged to be a part of this movement and sees its role in becoming designated as Gallaudet University as highly supportive of the expanded mission and goals recently approved by its Board of Trustees.

Useful to this discussion are comments supporting the logic of Gallaudet's designation as a university.

While there are no highly specific criteria for describing a university, generally accepted guidelines are well know. These guidelines suggest the following:

1. A community of scholars: students and faculty,
2. An organization of schools and colleges for accommodating diverse academic interests and levels of study,
3. A strong tripartite commitment to teaching, research and service, and
4. A size of student body and a set of financial resources adequate to maintain the scope of activity described in items one to three.

Without question, Gallaudet now meets all guidelines for legitimacy as a university. Its programs have been building to this level of size and quality for the past two decades and finally, in recent years, its organizational structure and the management stance of its administration amply conform to university practices.

In light of the four guidelines, Gallaudet clearly is a scholarly community. Its students come from the upper quartile of deaf high school graduates. Its collegiate faculty of more than 200 individuals have academic credentials which rival those of all but the most prestigious universities. It is recognized the world over as the premier institution of higher education for hearing impaired persons.

Gallaudet provides great diversity and comprehensiveness of programs, among its five schools and colleges:

The College of Arts and Science
The School of Communication
The School of Education and Human Service
The College of Continuing Education
The School of Preparatory Studies

A School of Management is under development and soon will become the sixth major unit. The College of Continuing Education operates five regional centers around the country to provide extension and outreach services to the national Deaf Community. The College also operates two national demonstration schools: The Kendall Demonstration Elementary School and the Model Secondary School for the Deaf. These two schools function as a laboratory for research, development and demonstration and as service providers to approximately 600 on site students in grades K–12.

A true university has a tripartite commitment to teaching, research and service. Gallaudet offers degrees from the Associate of Arts through the Ph.D. level. Its graduate program in teacher education spans almost a century. The Gallaudet Research Institute with its four major centers conducts the world's most extensive deafness related research effort. Gallaudet's Learning Center has the largest existing collection of print and other visual materials on deafness as well as other extensive collections to serve its diverse instructional and research needs. Gallaudet not only offers the usual on-campus and community service activities expected of a university, but through its extension centers, International Center and other networks provides outreach services world wide. More than 45,000 persons annually enroll in Gallaudet sponsored conferences, siminars, workshops and other training functions.

In size of operation Gallaudet is within the scope of a medium sized university. Its student body of approximately 2600 plus the many thousands served by one-time or short-time activities is somewhat small by state university standards, but very large when the necessary accommodations for deafness are taken into account.

Gallaudet's two campuses with approximately 60 buildings and well over two million square feet of space exceeds the physical size of many universities. Its annual budget is now greater than 70 million dollars per year. The physical and financial dimensions of Gallaudet exceed those of three of the six largest District of Columbia universities.

GALLAUDET BOARD OF DIRECTORS

We are pleased that this proposed law recognizes the traditional role and scope of a collegiate Board of Directors. Section 103 of Title One of the Act reaffirms the importance of direction and control of Gallaudet being vested in a Board of Directors. We appreciate this level of confidence and support expressed through delegating a high level of authority to the Board. The continuation of Congressional representation on the Board is similarly appropriate, as is the provision of alumni representation.

REPORTS AND REVIEWS

Gallaudet is pleased to cooperate with all federal review bodies and to submit regular reports to these agencies and to other constituent groups.

We believe an item under Title IV (General Provisions of the Act) should be given serious consideration and possibly modified significantly. This relates to the appointment of a project officer for educational programs for the deaf. The role and function of oversight by Congress to laws which it enacts is vital and we would by no means wish that role to be set aside or in any way compromised by this piece of legislation. We would ask only that consideration be given to continued utilization of oversight mechanisms which already are in place, providing any added emphasis which might be appropriate. For Gallaudet in particular, we see the relationship with the Office of Management and Budget and the Office of the Secretary as providing the administration with direct access to both financial and program information at their request. Additionally, there is a program officer from the Office of Special Education who provides oversight to the Model Secondary School.

You are well aware, of course, of the oversight responsibility Congress has assumed for Gallaudet: The authorization and appropriation progress, as well as special oversight studies and audits such as the one recently completed.

An important characteristic of collegiate level academic programs is the manner in which certain aspects of governance are shared between faculty and administration. This shared governance concept has served higher education well from its antecedents in Europe down to current day university systems.

There is not an instance, to our knowledge, in which a project officer has had oversight jurisdiction for academic programs of a college or university. Problems in this regard include, but are not limited to, some of the following:

(1) As with most colleges and universities, Gallaudet depends rather heavily for programmatic oversight on accrediting bodies. Not only is the entire college accredited by the Middle States Association, but a number of our programs within the schools and colleges of Gallaudet are accredited by state, regional, or national bodies. These accrediting bodies would not sanction a project officer role which superseded the collective wisdom of the faculty.

(2) Internal program oversight of collegiate academic programs historically is heavily weighted by peer and student evaluation, in addition to review by administration and Board. A collegiate faculty, in a similar manner as an accrediting body, would not be able to accede to the intervention of a project officer.

(3) Gallaudet already has national advisory groups for its elementary and secondary school programs and, in the case of the Model Secondary School, a program officer from OSERS already is in place.

(4) The complexity and size of Gallaudet College is such that it would be difficult for a single individual functioning as program officer to be knowledgeable about all of Gallaudet's programs and activities.

(5) A project officer, acting on behalf of the Federal sector, would experience difficulty in differentiating oversight responsibility for federally funded activities and those financed by approximately thirteen million dollars (of the current Gallaudet budget) which comes from non-federal sources.

(6) The Gallaudet Board of Trustees, through its legislative charter, establishes policy for the general direction and control of the institution. There is probability of conflict between the role of the Board and the role of a project officer.

It might be useful, by way of summary of the above discussion, to identify by function the major review bodies having various oversight roles for Gallaudet. In this manner it may readily be seen that rather extensive oversight is already in

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place. The following groups are among those which regularly have review responsibilities for various aspects of Gallaudet's programs.

Federal Administration: Government Accounting Office, Office of Management and Budget, Department of Education (Office of the Secretary, Office of Special Education and Rehabilitation Services, and Budget Office),

United States Congress: Appropriation and Authorization Committees both of the Senate and House of Representatives,

Governing Board and Invited Annual Review: Gallaudet College Board of Trustees (Includes one U.S. Senator and two members of the House of Representatives), Gallaudet College Board of Fellows Independent Auditing Firm,

Accrediting Bodies: Middle States Association (overall review of collegiate programs) Middle States Association and Conference of Educational Administrators Serving the Deaf (overall review of elementary and secondary programs) Accrediting bodies which sanction individual programs, e.g., teacher education, social work, library,

Internal Review: A variety of committees, task forces and internal auditors conduct program reviews on a regular basis.

Ad Hoc Groups: The College enlists the service both of volunteers and of paid consulting groups to conduct program oversight studies as a means of adding an additional dimension to its self-study.

In view of the foregoing it seems appropriate to suggest that the role of Project Officer focus on information and liaison functions. A centralized source of information about education of the deaf, under the Secretary's Administration, could provide useful support to the Administration as well as to Congress. An information service of this nature should result in reports which are both objective and integrative.

MODEL SECONDARY SCHOOL FOR THE DEAF AND KENDALL DEMONSTRATION ELEMENTARY SCHOOL

Title One, Part B of the Act (Sections 111-b and 121-b) provides that Gallaudet's two National Demonstration Schools are subject to the provisions of Part B of the Education of the Handicapped Act (EHA-B). This provision creates no problems at a conceptual level, since EHA-B requires a free appropriate public education, procedural safeguards and other provisions with which we are in total agreement. A strict interpretation, however, could result in confusion and unnecessary duplication between the student's school district of residence and Gallaudet's Demonstration Schools. On the other hand, Gallaudet currently does and will continue to cooperate with student's home districts in ensuring that EHA-B programmatic provisions are carried out. We do not, of course, become involved in provisions related to state plans, funding formulas and local applications since we serve students from any of the 50 states and dozens of school districts (presently approximately 30 states are represented within the enrollment). Accordingly, modification or deletion of subparts 111-b and 121-b seems appropriate since such action would, in no way, compromise services to students and their families.

NATIONAL ADVISORY COMMITTEE ON EDUCATION OF THE DEAF

Section 122 of Title I of the Act describes the relationship between Gallaudet University and the Secretary of Education for the operation of the Model Secondary School for the Deaf. Reference is made in these provisions for consultation between the Secretary and the National Advisory Committee on Education of the Deaf. This committee was created by Public Law 89-258 and was helpful in the original development of the Model Secondary School for the Deaf as well as in other matters pertaining to education of the deaf. The committee was dissolved in the early 1970's, soon after the establishment of a model secondary school. We assume that the intent here is not to re-establish this committee on a permanent basis but rather to utilize the Commission on Education of the Deaf provided for by Title III of the Act as a consultative body to the Secretary as might be needed to effect the continuation of the agreement for the operation of the Model Secondary School—and similarly for the agreement under which the National Technical Institute for the Deaf is operated.

COMMISSION ON EDUCATION OF THE DEAF

The Commission on Education of the Deaf as proposed in Title III of the Act will provide valuable information both to educators of the deaf and to agencies with responsibility for development and support of programs. The study which was con-

ducted in the 1964-66 time period was extremely useful at that time and over the ensuing years. Another national study of this magnitude probably is overdue, thus we look forward to the benefits which may accrue from it. Gallaudet will cooperate with and support the work of the Commission in such ways as are useful and appropriate.

It is noted that Gallaudet College and the National Technical Institute for the Deaf are expressly forbidden to have representation on the Commission on Education of the Deaf as well as a prohibition of those who have worked for either institution within a specified period of time. These two institutions serve approximately half of the hearing impaired students enrolled in postsecondary education and are the seat of a significant amount of information and expertise within this specialized field of education. With Gallaudet's 122 year history and NTID's 20 year history of providing leadership to the field, it seems somewhat incongruous that they should be denied the opportunity to serve on the Commission when the hundreds of other schools and agencies which serve deaf persons, including those which benefit directly and indirectly from federal support, have no such constraint placed upon them.

CONCLUSION

In summary Mr. Chairman, I wish to affirm the support of the Gallaudet Community for the Education of the Deaf Act of 1985. Ascension to University status will be a singularly significant milestone in Gallaudet's 122 year history. Other provisions of the Act similarly are important to the education and well being of our hearing impaired citizens. I have suggested two or three minor modifications for your consideration prior to moving the Act further into the legislative process. Finally, may I thank the Committee again for this opportunity to present testimony and applaud your public service efforts on behalf of the community of disabled persons.

Mr. MARTINEZ. Thank you, Dr. Lee. We next will turn to Dr. Castle. Dr. Castle.

Dr. CASTLE. Thank you, Mr. Chairman.

I would like to begin by offering my personal thanks to being invited to come to this hearing, but also to offer thanks specifically to Congressman Williams for having visited at the meeting of the conference—at the Educational Administrators Serving the Deaf recently, and offering himself as their keynote speaker, and for bringing with him Mr. Gray Garwood and Mr. David Esquith. This was a very helpful kind of activity with respect to our conference, and we're very happy that they could be with us.

I think I can speak for that conference in terms of S. 1874 by saying, as they were dealing with this as a particular matter of interest, they turned out really to be more concerned about some things built into the Public Law 94-142 and with relation to Public Law 89-313.

There is some concern among members of the conference with respect to the makeup of the Commission. That's essentially in terms of how they will be appointed and who will be appointed.

I would like to point out that the National Technical Institute for the Deaf is quite in favor of the recommended legislation. We believe that its request for rigorous fiscal and programmatic oversight is very important and a very positive thing, and we can respond in this way because we believe we have dealt with rigorous fiscal and programmatic oversight throughout the history of NTID at RIT.

Although the law seems to suggest that there is no project officer and there is no annual independent audit for NTID, that is not the case. We do now have a project officer, and we do now have an annual independent audit. This has been required of the Rochester Institute of Technology ever since the year of 1967, and the law, the current NTID Act, specifies that there must be a project officer

for NTID and, as a matter of fact, it goes on to specify that that project officer will be the Secretary of the Department of Education.

The Secretary is allowed the prerogative of appointing a designee, and our current project officer is Madeleine Will, Assistant Secretary for Special Education and Rehabilitative Services.

RIT is requested by law to have an independent audit each year, and has done so since 1967. In addition, the law provides for a National Advisory Group to serve the Director of NTID to advise that director and the people at NTID on policy matters and things related to policy.

I believe it is time for there to be put in place another national commission to study the state of the art in education of the deaf. The Babidge report was very productive in terms of what it did 20 years ago. It is that report that specifically has led to the establishment of the National Technical Institute for the Deaf, for further funding from the Federal Government for other postsecondary education for deaf people. It really is responsible for advancing the causes of research and training in the field of deafness. It was responsible for the creation of the National Advisory Committee on the Education of the Deaf, for the programs that we now see in captioned films, and for the eventual establishment of the National Center on Captioning.

There is one concern in terms of the makeup of that national commission which I agree with Dr. Lee on. That is, we are still limiting through the current Senate legislation the period of time in which people are allowed to serve on the Commission who have been associated with NTID and Gallaudet.

Both Dr. Lee and I feel this is inappropriate, that the time period should be eliminated completely, and that there be a sufficient allowance for representation on the Commission from both of these institutions, as would be the case from other educational institutions dealing with deafness.

The reauthorization levels that have been built in, I think, are quite satisfactory. We would not quibble in any way. However, if we do move ahead with the Special Institutions Endowment Act, we would request that that $1 million per year for endowment be left out of the reauthorization levels proposed which are there specifically for the operation of the two institutions.

I was asked in the letter sent to me by Congressman Williams to also comment on current and future problems regarding deaf children and youth. I would like to take a minute or two to do that.

Actually, the deaf population of our country has not had it so good as they do today. There is much Federal legislation in place to make things good for the lives of deaf people, and particularly deaf children and youth.

However, I would suggest that it could be much better than it is, even with all that is now in place. There has been a longstanding need for universal early detection of deafness. There has been a corresponding longstanding need for a universal early intervention program for deaf children, and along with that the need for enhancing the quality of what happens for young children at the preschool level.

I believe that the need that we're talking about here, and particularly, the needs in terms of early detection and early intervention, are being taken care of with the proposal recently presented in the Senate again by Senator Weicker, in which he is suggesting amendments to Public Law 94-142 that would provide for mandating the age limit at the lower level down to age 3 rather than age 5, and also a special program of grants to State governments for early intervention programs for all handicapped children.

This will be very helpful in terms of what will happen for deaf children, and it's important to point out that the earlier that deafness can be detected, the better off these individuals will be for the rest of their lives. The matter of fact is, if a young child does not quickly learn good language, both written and spoken, in the first years of his life, that puts a deterrent in the way of the rest of his life in terms of being mainstreamed in the basic society of our country and in terms of upward mobility in the job environment.

We have further need for better qualified teachers in our country. I think one of the basic problems that we face there is that we do not require the usual teacher of the deaf, trained to be a teacher of the deaf, to first be a well-qualified teacher of hearing students.

I think this specialty on deafness ought to be laid on top of qualification for dealing with hearing students at virtually every level.

There is a need for an eclectic interpretation of this matter called least restrictive environment. As it is talked about today under the current law, it's talked about as a continuum which moves from the least restrictive to the most restrictive. I think it is far better for us to think about environments of education for deaf students particularly as being a set of options, all of which might very well be the least restrictive option for a given deaf child and for the parents of that child, and offering, therefore, to the child and the parents both a freedom of choice that tends to be eliminated in terms of the total dynamic of the current implementation of Public Law 94-142.

Restriction of choice is also occurring at the postsecondary level as a direct result of edicts that are given out by vocational rehabilitation agencies in several of the states that tell their people not to provide their clients with monies to take them out of state for postsecondary education.

This is quickly a denial to those individuals of freedom of choice of where they might go to receive their postsecondary education. I think we need some help in getting that problem solved.

The other thing I'm concerned about with respect to the postsecondary educational level is, there has been a proliferation of nonquality post-secondary programs as a direct result of the law that provides for section 504 of the V.R. Act.

This is not because the Act isn't a wonderful thing. It really is. I think too many places are taking advantage of the stipulations of the act to bring in young deaf people into their environments, although they themselves are not qualified to deal with these individuals. This is the way they find themselves meeting the requirement of the act. This is to the detriment of the individuals who find themselves in those nonquality programs.

I will bring my remarks to a close on that matter, by simply pointing out, the number of transfer students to NTID has been on

the increase in the last 4 or 5 years, and we have found that 84 percent of the transfers who come to us have absolutely nothing on their transcript, even though the average time spent in the previous institution has been a year and a half.

Thank you, Mr. Chairman.

[The prepared statement of William E. Castle follows:]

PREPARED STATEMENT OF WILLIAM E. CASTLE, DIRECTOR, NATIONAL TECHNICAL INSTITUTE FOR THE DEAF AND VICE PRESIDENT, ROCHESTER INSTITUTE OF TECHNOLOGY

Mr. Chairman, I am pleased to be able to testify at this oversight hearing before the Subcommittee on Select Education with special reference to deaf programs. You have asked me to present my views on current and future problems affecting deaf children and youth with a special request for my thoughts on Senate Bill 1874—"The Education of the Deaf Act."

I will begin with my comments on Senate Bill 1874—"The Education of the Deaf Act." I would like to say that we at the National Technical Institute for the Deaf (NTID) look upon this bill very positively.

The provisions in the bill for rigorous fiscal and programmatic review of NTID have our wholehearted support, in large part because we have always been subject to such rigorous review and have found it very helpful. Although the law implies that the concepts of a project officer and of an annual independent fiscal audit would be new for NTID, they are not.

The host institution for NTID, Rochester Institute of Technology (RIT) in Rochester, New York, has been subject to an annual independent audit since 1967, the first year in which Congress provided an appropriation for the establishment of NTID. In addition, the National Technical Institute for the Deaf Act of 1965 stipulates that there must be a project officer for NTID. By virtue of the official agreement between RIT and the Department of Education, the project officer for NTID is the Secretary of Education or the Secretary's designee. At this time Madeleine Will, the Assistant Secretary for Special Education and Rehabilitative Services is the project officer for NTID. We also have a liaison officer currently in the person of Dr. Malcolm Norwood, director of the Captioned Films and Media Program for the Deaf in OSERS. Beyond that the NTID Act of 1965 provides that the director of NTID must have in place a National Advisory Group with the Project Officer as an ex-officio member to advise on policy and program matters. Such a Group has been in place since 1967 and the current Group meets twice a year.

The creation of a Commission to study and evaluate the current state-of-the-art in the education of the deaf and to make recommendations for improvement is, in our minds, very appropriate. A similar Commission was put in place over twenty years ago. Direct results of the report of that first Commission, which came to be known as the Babbidge Report, include the creation of the National Technical Institute for the Deaf; support to other postsecondary programs for the deaf; substantial advancement of research and training efforts in the area of deafness, including those mandated for NTID; the National Advisory Committee on the Education of the Deaf; and the Captioned Films for the Deaf program. The Commission to be established as a result of Senate Bill 1874 can do our nation a great favor by looking into the current and future problems affecting deaf children and youth, many of which I will discuss later when making recommendations about them.

Our only concern about the make up of the Commission is that persons employed by or who are consultants to NTID or Gallaudet on the date the Commission is appointed or for a period of 1 year prior to such date are prohibited from being appointed. The 1 year stipulation is certainly better than the original 3 year stipulation, but it still seems to us that if persons associated with NTID and Gallaudet are to be excluded in this way, then persons associated with other educational programs for the deaf and particularly other postsecondary programs that will be reviewed by the Commission should also be excluded. In spite of this concern, we look forward to the establishment of the Commission, to having the Commission visit our institution, and to receiving the Commission's recommendations about how our programs might be improved and expanded. We are confident that the Commission will find NTID to be a center of excellence in the field of education of the deaf.

The establishment of a five year reauthorization schedule in the place of the "such sums as may be necessary" language of the current NTID Act is considered by us to be a reasonable change so long as the dollar levels proposed for FY87-FY91 remain at the levels which the Senate Committee on Labor and Human Resources has proposed. We are assuming, however, that the "Special Institutions Endowment

Act" which has been introduced to Congress recently by the Department of Edcuation, if approved by Congress, will become an integral part of the "Education of the Deaf Act" and that the proposed $1,000,000 per year for an endowment fund for NTID will be in addition to the authorization levels for NTID operations proposed by Senate Bill 1874.

As I now move into discussing current and future problems affecting deaf children and youth, I would like to say, first of all, that a great deal has happened in recent years to impact on the lives of these individuals. One might say that, at least in the United States, deaf children and youth have never had it so good. This is, in large part, due to the fact that a great deal of federal legislation has been put in place to make a difference in their lives, especially by broadening their base of options. The National Technical Institute for the Deaf Act of 1965; the 1968 amendment to the Vocational Education Act which provides that 10% or more of the funding be used for the handicapped; the Model Secondary School for the Deaf Act of 1966; the establishment of the Bureau for the Education of the Handicapped which is now known as the Office of Special Education; the establishment of the Captioned Films and Media for the Deaf program, which now includes considerable funding for captioned television; the Amendments to the Vocational Rehabilitation Act of 1973 which provide for easier access for all handicapped persons to post-secondary education and a large variety of employment opportunities through its Sections 503 and 504; the Education of All Handicapped Children Act of 1976 (P.L. 94-142); the Interpreter Training Act of 1978; and the provision of special funding for postsecondary education programs for the handicapped, four of which must be programs for the deaf, have all had their impact on what happens today for deaf children and youth.

There is no doubt that our population of deaf children and youth have it better than any other such population in the world. However, we cannot afford to rest on our laurels. They may have it good, but they could have it better.

We are acutely aware that legislation is one thing; fulfillment is another. In order to be more concrete about this fact with respect to deafness, we need only to take a closer look at some of the legislation I have mentioned.

The Education of All Handicapped Children Act of 1976, i.e., P.L. 94-142, is the one piece of legislation that has the greatest impact on what happens for both deaf children and deaf youth today. A second piece of legislation that impacts significantly on deaf youth is the 1973 amendments to the Vocational Rehabilitation Act. In a sense, these two pieces of legislation are the civil rights bills for deaf and other handicapped people. They, therefore, deserve and receive a great deal of our attention today; and they merit a great deal of respect for what they were designed to accomplish. At the same time, they fall short of solving some of the current and future problems affecting deaf children and youth.

P.L. 94-142 declares that many handicapped children do not have successful educational experiences because their handicaps go undetected, but it does not provide for programs for early detection. It does make provision for handicapped children between the ages of three and twenty-one, but its mandate covers only the ages between five and twenty-one. Like other handicaps deafness often goes undetected; it is not a visible handicap and is too often discovered later than it should be for very necessary early intervention. Mandating attention to the five through twenty-one year olds is fine, but it clearly is not enough with respect to the deaf, who, along with their parents, should receive special educational attention as soon as the deafness is detected, preferably at birth or shortly thereafter.

Our country needs to put in place as soon as it can a universal system of early detection of deafness. Though the United States in most respects is ahead of all other nations in what it does for the deaf, it lags behind such nations as Sweden, Holland, Israel, and Japan in its efforts in early detection of deafness. Audiological techniques have been developed which can do what is needed, but they are not applied universally. Medical doctors, especially gynecologists, obstetricians and pediatricians need to be more universally aware of these techniques and see that they are applied; because the earlier deafness is known, the earlier special programming can begin.

Our country also needs to establish a universal program of early education for deaf children and their parents. For some years now several programs for deaf children under the age of three and their parents, often referred to as parent/infant programs, have been in existence. Such programs are important for the adjustment on the part of both the parents and the child with respect to the problems associated with deafness. And they provide a very early opportunity for parents to become involved in the educational programming for their child. But such programs are not available universally in our nation and they should be.

The full meaning of early education includes what is done at the pre-school level for deaf children who are between the ages of three and six. Over the years, specifically since World War II, our nation has done a fair job of providing pre-school educational opportunities to deaf children. It is still not a universal opportunity, but it is a fairly prevalent one. Good quality pre-school education for the deaf is also not universal, because not all teachers involved are adequately trained to do the job and because important support services may often be lacking. For example, sufficient services may not be available from speech pathologists, audiologists or itinerate teachers skilled in education of the deaf and the use of sign language if that be needed.

Further, one cannot ever say enough about the importance of the earliest possible use of amplification to optimize the use of whatever residual hearing a deaf child may have. One cannot ever say enough either about the importance of providing the earliest possible opportunity for a deaf child to learn how to speak the language of his native country; because, in the long run of that deaf child's life, there is probably no better base for becoming mainstreamed as a productive adult in one's society and meeting the challenges of upward mobility in employment than having understandable language, both spoken and written, good speechreading skills, and the ability to make optimal use of residual hearing. Development of the language skills of deaf children should be the focus of early childhood intervention, using whatever communication modalities are required.

At the same time, there is much to be said for parents of the deaf children of our country, within the context of early intervention, to interact with deaf adults, particularly with deaf adults who have good English language skills, some who are manual and some who are oral.

It was, therefore, a great pleasure to learn recently that technical amendments to P.L. 94-142 were introduced to the Senate on April 14 of this year which provide for an extension of the bill's mandate to age three within two years and the creation of a new discretionary grant program for early intervention of handicapped children from birth through age 2. There are many of us who work with the deaf that hope these Education of the Handicapped Amendments of 1986 will be passed by Congress expeditiously.

P.L. 94-142 seeks to provide "appropriate" educational experiences for handicapped children at the elementary and secondary levels. This is a fine intent of that legislation. However, although this law has been in place for ten years, it is still a fact that regardless of whether they receive their elementary or secondary education from residential schools or from some format of mainstreaming, deaf students, in general, do not have elementary and secondary attainments which equal those of hearing students. This fact is brought home to us resoundingly with each piece of education attainment research done by the Office of Assessment and Demographic Studies at Gallaudet. It is reflected also in the admissions data for students who enter Gallaudet, NTID, and other postsecondary programs for the deaf. It is a well known fact that, in spite of all the dollars we have spent over the past 30 years, the average reading level of deaf graduates from secondary education programs remains barely over the fourth grade level. But certainly we need to ask ourselves the following questions: What is it that happens to deaf students in the preparatory program of Gallaudet College that could not happen for them in a high school college preparatory program? Why can deaf students gain math, English, and basic science skills at NTID which they were not able to gain in their elementary and secondary programs? Hazarding a guess, I would say it is because the usual deaf student in an elementary or secondary program in a school for the deaf is taught by a teacher of the deaf who is not a teacher of elementary and secondary subject matter or content; and the usual deaf student in some mainstreaming format for elementary or secondary education is taught by a teacher who is qualified to teach elementary or secondary subject matters but who is not qualified or knowledgeable about how to teach deaf students. Thus, our usual deaf student is unexposed to a great deal of what might be called "fundamental knowledge."

A commitment to genuine implementation of Public Law 94-142 for the elementary and secondary levels of education of the deaf will require a drastic (but positive) revision in the teacher training programs designed to train persons to teach the deaf. The Council of Education of the Deaf is currently reevaluating certification standards for teacners of the deaf. As this is done, heed must be paid to something long overdue in our country with respect to teaching of the deaf at the pre-school, the elementary, and the secondary level and which will be quite necessary for fulfilling the intent of Public Law 94-142. This is the basic requirement that teachers at all three of these levels be qualified technically to teach both hearing and deaf students. I do not wish to suggest that all deaf students should thereby necessarily

be taught in classes with hearing students or that deaf persons who could not teach hearing students readily should not teach at these levels. I do wish to suggest, however, that pre-school teachers of the deaf should be certifiable by the State Department of Education both as qualified pre-school teachers and as qualified teachers of the deaf; elementary teachers of the deaf should be certifiable by State Departments as qualified elementary teachers and as qualified teachers of the deaf; and secondary teachers of the deaf must be certifiable both as secondary teachers and as teachers of the deaf. By whatever means possible, we must be sure that our deaf children and youth are taught by persons who are professionally trained both in the specialty of education of the deaf and in content matters and that they not be taught by special educators who are not specialists in education of the deaf.

P.L. 94-142 stresses the fact that families of handicapped children and youth are too often forced to seek special educational services for them outside the public school system, frequently from agencies that are a great distance from their residence and frequently also at their own expense; and, hence, most people interpret the law to mean that all handicapped children should be mainstreamed in their local public school district. I believe this interpretation leads to an overly frequent phenomenon of restricting freedom of choice among programs that are available to deaf children and youth and their parents. If implementation of Public Law 94-142 were to lead to the immediate or even eventual demise of all residential schools for the deaf, most of which are a part of the public school system, this would be a grave error.

I wish to carry this last point a bit further and offer some cautions about the matter of mainstreaming deaf children and youth. First, not all deaf persons wish to be mainstreamed during every aspect of their eduction, employment, and community living; and some may wish never to be mainstreamed. Also, not all parents of deaf children wish to have their children mainstreamed at every point of education; and some may rightfully believe that the least restrictive alternative for their child is a residential school for the deaf; and some may rightfully believe that the least restrictive alternative is a residential oral school for the deaf.

Second, it is foolhardy to think that every school district in the United States can provide all that is needed to all handicapped children residing in that district in order for them to be properly educated. This cannot at any time be a cost effective, cost efficient way to accomplish mainstreaming. Districts must pool their resources! In some cases the pooling may have to be statewide; in other cases it may have to be on a regional basis. At the postsecondary level, namely at NTID and at Gallaudet, it is on a national basis.

When P.L. 94-142 was passed in 1976, its proponents declared that the educational needs of handicapped children were not being met adequately and that at least 50 percent do not receive the special services required to assure them full equality of educational opportunity. This was true at that time, and my impression is that it still is true; and, with respect to deaf children, the percentage was higher at that time, and it continues to be so for several reasons already cited.

When it comes to dealing with all the special services that are required for the deaf, whether they be in residential schools or some mode of mainstreaming, it is important to realize the need for a greater prevalence of audiologists, speech pathologists, language specialists, school psychologists, and personal and career guidance counselors. For too long it has been the practice to have the classroom teacher, particularly in residential schools, be all things to the deaf student. The classroom teacher is to think of herself as an authority on and a teacher of speech, language, and auditory training and to act as counselor when necessary. In this day and age this is no longer appropriate and it probably never was.

At NTID, for instance, we know that ninety percent of the deaf students who enter our programs can profit from the use of amplification; but eighty percent of the entering students have either not been served or have not been served well by audiologists or educators, because they do not know how to best make use of amplification! In fact, nearly thirty-five percent of the entering students who can profit from the use of hearing aids either do not own aids or seldom wear the aids they do own. In addition, most of the deaf students who enter NTID have had little recent attention to the development of specific listening, auditory discrimination, or speechreading skills.

Even though the average age of the deaf students entering NTID is 19.5 and one would expect students to be fixed in their ways, we have discovered at NTID: (1) that, with the right approaches to orientation to the hearing aid by audiologists, "non-users" and "seldom-users" alike can both be persuaded to become users; (2) that, with the right approaches by audiologists to auditory training, "poor users" of hearing aids can be taught to be "good users," "poor listeners" can be taught to be

"better listeners," and "poor auditory discrimination skills" can be improved; (3) that, with an approach by audiologists to speech-reading which concentrates on repetitious social interchanges and job related vocabulary and language, speechreading abilities can be increased; and (4) that the regular telephone can be used by many NTID students who never expected that they could do so, if they are given variable formats of amplification and/or special coding systems and are taught how to use them.

The 1973 amendments to the Vocational Rehabilitation Act are still another matter. They, too, were conceived to assure that handicapped persons, including the deaf, would not be discriminated against because of their handicaps. They insist that otherwise qualified handicapped persons cannot be denied employment or admission into educational programs for reason of a handicap so long as the employment or educational institution is a recipient of federal subsidy. They also suggest strongly that employment, educational, and social environments such as theatres and churches do all that they can to provide reasonable accommodation for handicapped persons. For the deaf and the hard-of-hearing, therefore, there are many efforts today to remove significant communication barriers. Inductance and infra-red loop systems are prevalent in theatres and churches for those who depend on auditory amplification. There are captioned films, many captioned television programs, and even captioned live theatre, including opera. Interpreters for the deaf, including oral, simultaneous, and American sign language interpreters, are prevalent in many social and educational environments and on television. Deaf persons also enjoy great use of telephones these days because of the multitude of teletype devices that are on the market and special techniques that have been designed for deaf persons with good speech and language to use the regular telephone.

However, there are evidences that all the good intentions of these amendments are proving to be counterproductive in some ways, especially in the realm of postsecondary education for the deaf.

Before 1968, only eighteen years ago, opportunities for the deaf in higher education were very limited at both the undergraduate and the graduate levels. Some of the most capable deaf persons over the years had entered certain colleges and universities as the only hearing-impaired persons in any of those educational environments. Since 1864 and up until the 1960's, Gallaudet College was the only postsecondary program designed primarily for deaf students. During the early 1960's New York University, University of Arizona, California State University at Northridge (CSUN), Riverside City College, Western Maryland College, and Northern Illinois University began to open their doors to deaf students at both the undergraduate and graduate levels. In 1968, the first deaf students entered the Rochester Institute of Technology (RIT) through the federally supported National Technical Institute for the Deaf (NTID). The following year, the first deaf students entered Delgado Community College in New Orleans, Seattle Community College, and the Technical-Vocational Institute (TVI) in St. Paul, Minnesota, after these institutions were selected to host three regional postsecondary technical-vocational programs for the deaf partially funded by the federal government.

Since 1969 the doors of many other colleges and universities have opened up to deaf persons. In 1973, the first guide to College/Career programs for deaf students was published which revealed that at that time at least 27 postsecondary programs for the deaf with a total enrollment of approximately 2,300 deaf students could be identified and described together with a listing of about 150 different major areas of study.

The latest edition of "College and Career Programs for Deaf Students—1986," prepared and published by Gallaudet and NTID and based on information collected during the fall of 1985, lists 145 institutions which at that time had programs for deaf students. Sixty-three of the programs were serving 15 or more deaf students, and the total number being served in these programs was 7,031 (5,917 full-time and 1,114 part-time). The growth in officially recorded enrollments since 1973 is shown graphically in Figure 1.

One researcher at NTID estimates that there are between 30 and 40 percent more deaf students enrolled in programs not listed in "College and Career Programs for Deaf Students—1968." This estimate is based on a study of transfer students to NTID during the past three years which shows that 40 percent of the transfers came to NTID from programs not listed in the 1986 document. If this estimate is taken at face value, it means that, in the fall of 1985, there were approximately 8,284 full-time and 1,560 part-time deaf students (a total of 9,844) enrolled in colleges and universities throughout the United States and Canada.

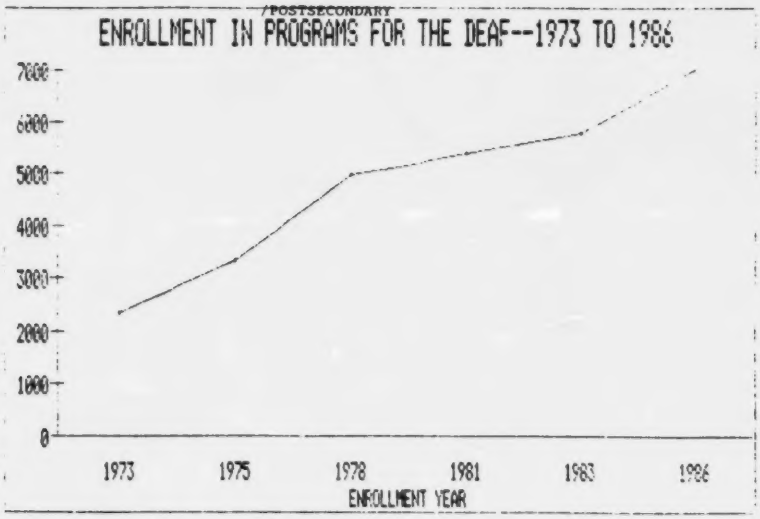

FIGURE 1

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In the same years (i.e., between 1973 and 1986), the number of deaf students who have pursued graduate studies has shown a bold increase and the number who have obtained earned doctorates has increased as well. Most other countries in the world are awestricken by the fact that deaf persons in the United States have succeeded in becoming teachers, college professors, dentists, orthodontists, chemical engineers, medical doctors, anesthesiologists, lawyers, clinical psychologists, certified architects, rehabilitation counselors, business administrators, educational administrators, medical technologists, microbiologists, electrical engineers, mechanical engineers, industrial engineers, computer scientists, and reputed artists. Little of this would be so if it were not for the vast array of postsecondary opportunities now available to capable and interested deaf people.

What are the reasons for this vast expansion in numbers of deaf persons in postsecondary studies? There are several reasons that we are aware of, some of which are good and some of which may not be so good.

One very obvious reason, of course, is that in the fall of 1985, as was the case in 1983 and 1984 as well, the number of young deaf persons seeking to enter postsecondary programs increased dramatically because of the increased numbers of babies who were born deaf in 1964 and 1965 due to the severe rubella epidemic. By 1989 and 1990 the so-called "rubella bulge" will have been accommodated, for the most part, at the postsecondary level and, even as early as the fall of 1986, the enlarged numbers at the undergraduate level will begin to wane; and the National Center on Disease Control declares that rubella has essentially been eliminated as a cause of deafness in the United States because of the vaccine discovered in 1969. No further "rubella bulges" are expected in the future.

Other reasons for today's increased numbers of deaf persons at the postsecondary level that tend to go hand-in-hand are the following:

(1) In the last three decades in particular, community and junior colleges have sprung up all over the United States to make up for what many of our high schools have failed to provide to many of their graduates, i.e., true college preparatory work and vocational/technical education possibilities. Most of these colleges have open admissions policies, allowing any graduate from a high school the opportunity to pursue some form of postsecondary education,

(2) As was mentioned earlier, an amendment to the United States Vocational education Act made in 1968 provided that ten percent or more of the funds allocated to each state must be set aside for the handicapped; many of these funds have been used to set up programs for the deaf in community colleges and the open admissions policies apply to the deaf as well as to the hearing;

(3) As also mentioned earlier, the amendments to the United States Vocational Rehabilitation Act in 1973 provided that no otherwise qualified handicapped person could be denied admission to a college or university for reason of the handicap so long as that college or university is a recipient of federal subsidy; in some instances, therefore, the deaf have become the primary means for meeting the requirements of Section 504 of the Vocational Rehabilitation Act; i.e., if you just put the deaf in classes and provide them with interpreters, the requirement has been met; and

(4) Besides the vocational education dollars mentioned earlier, federal dollars have become more prevalent for supporting postsecondary programs for the deaf either directly through special appropriations provided by congress to Gallaudet, NTID, and selected postsecondary programs for the handicapped or indirectly through support to the students by Vocational Rehabilitation agencies, SSI, Pell grants work study, and guaranteed student loans.

Thus, the numbers have grown, both the number of programs and the number of students that enroll in them (see Figure 2). However, it is important to point out that while the numbers of programs officially listed in 1973 and in 1986, respectively, were 27 and 145, it is also known that 15 programs that were officially listed in 1983 are no longer in existence, including the regional program established in 1969 at Delgado Community College in Louisiana. This program has been replaced by the postsecondarry education consortium coordinated by the University of Tennessee.

There also are some evidences that the net growth from 27 postsecondary programs for the deaf to 145 in thirteen years represents a proliferation of "non-quality" programs (see Figure 3). Many of these programs do not begin to comply with the principles proposed in 1973 by CEASD. The first evidence of this fact is that only 63 programs (or 43%) of the 145 programs listed in "College & Career Programs for Deaf Students—1986" are granted full program descriptions; since such

descriptions were provided only for those institutions "which 1) have at least 15 full-time students enrolled in the postsecondary educational program for deaf students, 2) are part of an accredited postsecondary institution, 3) have a co-ordinator of services for deaf students who devotes a minimum of 50% of his/her time to directing the program, and 4) generally comply with the principles proposed by the conference of educational administrators serving the deaf."

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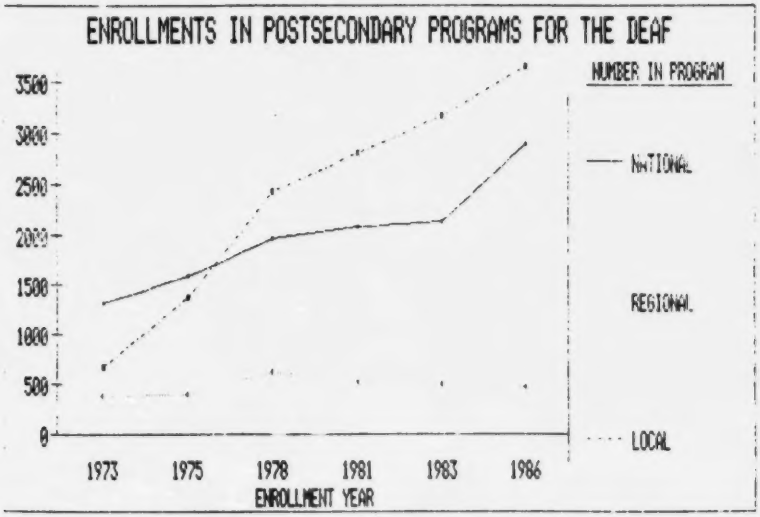

FIGURE 2

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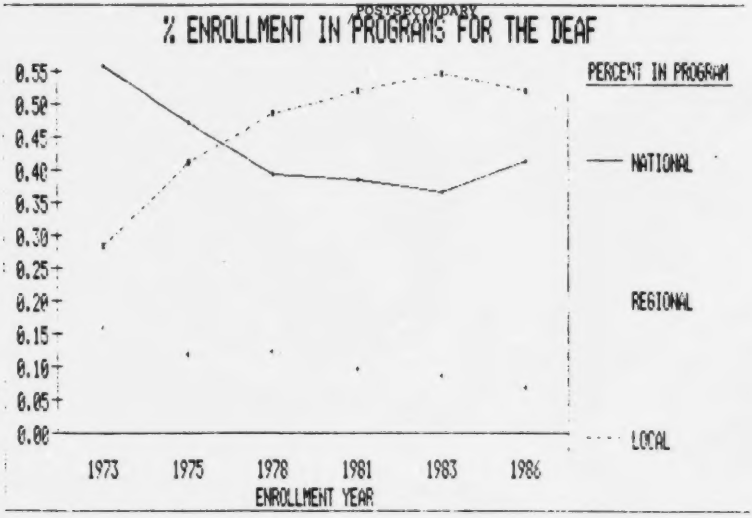

FIGURE 3

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A second evidence is that the percentage of new students who are NTID transfers has been increasing; and the admissions/recruitment staff at NTID indicate that the transcripts of 83 percent of these students show that *no* credits have been earned, even though they spent and average of one and one half years attending another college.

Still a third evidence is that over 39% of the programs listed (i.e., all those with 10 or fewer full-time deaf students) in *College & Career Programs for Deaf Students—1986* provide little or no special services to the deaf students other than interpreting and tutoring; and 18% of *those* programs provide no interpreters while 24% provide no tutoring. Among those programs that have between 11 and 20 full-time deaf students (another 22% of all programs), 3% provide no interpreting, 17% provide no tutoring, 29% provide no personal counseling from counselors who can communicate directly with deaf persons, 55% have no special classes for deaf students, 52% have no paid notetakers, and 45% have no vocational counselors who can communicate directly with the deaf students. Not until programs show 30 or more full-time students (i.e., 24% of all programs) can it be seen that 100% use paid interpreters, 100% use tutors, 90% have personal and vocational counselors who can communicate directly with deaf persons; even then 45% have no special classes for deaf students with teachers who can communicate directly with those students, have no paid notetakers, and provide no direct speech and hearing services. These data are considered by those who pulled them together to be conservative, to say the least, i.e., the situation should be considered worse than these data suggest.

Lastly, a survey of our own transfer students from 1980–1984 suggests that these students were disappointed in the support services they received elsewhere, and they felt that the teachers in many cases were insensitive to their needs (e.g., the teacher talked with back to class or didn't make use of mediated materials, etc.).

These data are offered because they are suggestive and not because they are absolutely accurate; and what they suggest are the following things:

(1) There is, indeed, a proliferation of postsecondary programs for the deaf which are not "quality" programs. Section 504 of the Vocational Rehabilitation Act of 1973, with all its good intents, has played some tricks on us. It's insistence that deaf persons who are otherwise qualified for entry to any given postsecondary program cannot be denied entry to the program has led to an interesting irony, i.e., any postsecondary program which is not qualified for handling the special needs of deaf students cannot at this point in time be denied the right to admit those students. Thus, many institutions are giving it a try and failing in the process.

(2) The open or liberal admissions policies of many colleges and universities allow for many deaf persons to enter their doors who are not truly qualified to be there, because, lo and behold, by policy they cannot be kept out. This may be sheer folly in light of the fact pointed out before that, in spite of at least 30 years of trying to make it different, the average reading of secondary school-leavers who are deaf is still only at fourth grade.

(3) The propensity for state agencies to force their vocational rehabilitation counselors to insist that their clients must remain in their home state and sometimes even in their near-home community college because it is less costly for them to go to college is most certainly taking its toll on many young deaf people. While public law 94-142 clearly and Section 504 more subtly preach the gospel of "least restrictive environment" or "least restrictive alternative," many young deaf people are unduly restricted from choosing "quality" over "mediocre" program or from having any choice at all.

Two other matters are worthy of attention before this testimony is brought to a close. The first is the fact that the federally sponsored training programs designed to train interpreters for the deaf are not required to train their students to deal with the interpreting needs of oral deaf adults who rely predominantly on their lip reading skills rather than an understanding of sign language. These programs should be mandated to do so in order that the interpreting needs of a significant portion of our hearing impaired population can be met.

Second, I think it should be said that the field of education of the deaf needs a cohesive, coherent approach to matters of national and regional policy. The field needs a cadre of leaders capable of designing and assessing policy recommendations. To reach this goal the field must establish one or more training programs which combine educational administration and policy formation. It will also be necessary to prepare policy analysts who have a special focus and background in deafness.

Thus, we see that, though the United States is the most progressive nation in the world in terms of what it does for its deaf children and youth, it still faces some significant problems that beg for solution. I hope that this testimony will prove

useful to the committee in its deliberations and that it might someday prove useful to the commission that is prescribed by the Education of the Deaf Act.

Mr. MARTINEZ. Thank you.

Let's see if I can get it right this time. Mr. Lauritsen.

Mr. WILLIAMS. Mr. Chairman——

Mr. MARTINEZ. Mr. Williams.

Mr. WILLIAMS. Mr. Chairman, let me—hopefully, not rudely—interrupt long enough to apologize for not being here at the opening of our hearing. I appreciate your willingness to chair this hearing for me. I don't want you to get in the habit, because you're already chairman of the Employment Opportunities Subcommittee. That's enough power for one person. But I appreciate your generosity in coming here.

I'll have to go back shortly to the Budget Committee, which is what kept me away from the opening of this hearing. We're marking up the House budget today, and many of us have worked the last several weeks to assure that there is room in the budget for the appropriate levels of funding for those efforts which bring us together this morning at this meeting. To continue to protect those levels, I need to get back to the Budget Committee. So I'll be doing so shortly after my remarks here.

It was almost a quarter of a century ago when President Kennedy said that none of us believe that every American is equally talented, but all of us should hold that every American should have an equal opportunity to develop whatever talents they have.

That is the work that you've been about, and it's the work which this committee is pleased to join you.

I note that Senator Weicker's legislation passed. I believe it was night before last. We are considering, of course, whether to use that as the vehicle here in the House, or if after we hear testimony and finish our discussions with numerous individuals we find that some changes are necessary, we may introduce our own legislation shortly. We haven't made that decision yet. But I can assure you that this subcommittee and the full committee is determined to move legislation quickly, and I assure you that we will do that.

I apologize, Mr. Chairman, for—again for missing the first part of this hearing, and apologize to my colleagues who testified earlier, as well as an earlier panel and this panel for missing most of your testimony. Bill, I'm glad I caught what you had to say.

Thank you very much, Mr. Chairman.

Mr. MARTINEZ. Thank you, Mr. Williams. We did extend apologies for you in the beginning of the hearing. It's always a pleasure to assist you when you have so many busy obligations.

I was going to put you under the 5-minute rule, but I figured I'm just temporary chairman here. So I'd better not.

With that, we'll go back to Mr. Lauritsen. Go ahead, Bob.

Mr. LAURITSEN. Thank you very much. I'm very pleased to be here. I am very pleased to represent four regional postsecondary education programs which are supported in part by section 625 of Public Law 98-199. In addition to the program that I represent, St. Paul TVI, Technical Vocational Institute, the additional programs are California State University at Northridge, Seattle Community College and the University of Tennessee.

We are very pleased to speak in behalf of the Education of the Deaf Act of 1985. We do support what we know of the Senate version, and we are looking forward with great anticipation to the version that will come out of this committee.

We have specific interest in title III, in the Commission on Education of the Deaf; and we see in the Commission on Education of the Deaf the hope for a bill of rights of Education for Deaf Persons in America.

It is our wish that all deaf youth and adults who desire, need and can profit from postsecondary education have the same guarantee to postsecondary education that Gallaudet College and NTID students now have. We want parents, deaf and hard of hearing youth and adults, and rehabilitation counselors to have assurance that a range of educational opportunity will be in place for all persons, regardless of age, race, color, national origin, or severity of handicap.

We would like to see the programs that we represent appropriately recognized. We have been providing services to deaf students in mainstream environments since 1968 and 1969, and we are recommending that, through the Commission or other means, that the programs that we represent receive stable and adequate funding, and that the Commission or some other vehicle examine whether four regional education programs are the appropriate number of regional programs throughout the United States.

Mr. WILLIAMS. If I may interrupt you there. Following your testimony, you put it somewhat differently in your written testimony, in that you ask that adequate funding be provided under this act.

Mr. LAURITSEN. That's correct.

Mr. WILLIAMS. You want to be funded under this act?

Mr. LAURITSEN. If that were to be a possibility, we would be very happy to talk about that. I put it in terms of the Commission in the report, and from your remarks this morning, Mr. Williams, I modified my remarks, that if it could be a part of this act, then we would welcome the opportunity to examine that.

Mr. WILLIAMS. Thank you.

Mr. LAURITSEN. I could follow that up by indicating that further on in my remarks, as you and others know, that the General Accounting Office has done a study on the six federally assisted institutions, and there's a great deal of good data in that document which supports the kind of work that we have been doing for the last 17 years.

Thank you for catching that. I appreciate that.

We, too, feel, because of our background, because of our experience, that it would be appropriate for one of our members to be represented on the Commission.

We feel quite strongly about the total approach for services for deaf people. We recognize the importance of education. We would not deny that, but we also understand and recognize that there are other services, namely, rehabilitation and transition services, that are very much needed by deaf persons.

So we would encourage that the Commission or whatever vehicle it might be consider a triad approach to deafness. You well know that the two major changes of education of the deaf in the past decade, decade and a half, have been the impact of Public Law 94-

142 and, as Dr. Castle mentioned, section 504 of the Rehab Act of 1973, and that those two things have dramatically changed the face of education of deaf persons in America and give urgency to the need to initiate a report.

Public Law 94-142 has caused a major reversal in where and how deaf youth are educated. The majority of deaf youth and hard of hearing youth are in mainstream environments. Where these students are makes a great deal of difference in how we locate them and how we market postsecondary services for deaf youth.

Section 504, as Dr. Castle has mentioned, has caused postsecondary education institutions to accept deaf students for matriculation, and the evidence shows that not all deaf students should be accepted in every institution.

I had a strong rehabilitation background before I came into postsecondary education in 1969, and it's my belief that many of the persons that we are serving in postsecondary education today were persons that were served in rehabilitation facilities in the 1960's.

The regional education programs have worked effectively since 1968 and 1969 as a national consortium in providing services on a regional basis to deaf persons.

I have a few notes about the history of how we came into being. We came into being as a research and demonstration program from that Babidge report that has been mentioned. We started off as a research and demonstration program in 1969. Because of the success of what we were doing in 1969, the legislation that we refer to as section 625 was created in 1974 and 1975 and has given some permanence to what we are doing.

The regional education program does permit a critical mass of students. It permits a concentration of staff expertise and resources to serve and create students in our various locations.

The American Council on Education reports that approximately one-third of hearing high school students go on to postsecondary education. Information for deaf and hard of hearing students indicates that a similar, or perhaps even higher, number go on to postsecondary education.

It is our belief that postsecondary education for deaf persons is not a luxury but a true necessity.

I have some comments and notes about where deaf students go for postsecondary education, and I believe Dr. Castle has that pretty well detailed in his written testimony. I skimmed it. So I will not go through that, other than to say that we do have a large number of programs that serve deaf programs, but the majority of them—in fact, 87 percent of the programs serve 50 students or less, and that 56 of the programs we talked about have 10 or less students, which brings me to my notion, our notion, of critical mass.

We feel, for deaf students to enjoy success in education, that we need a critical mass of students. What I mean by critical mass is having enough deaf persons together so that they can have good communication with each other, they can form football teams, basketball teams, volleyball teams, generally interact with people that they have many things in common with, and most importantly of all, to feel good about themselves.

If students feel good about themselves, then they can learn. If they don't feel good, if they're the isolated student, one or two or

three or five students in some other program, they don't have a chance for interaction, they tend not to feel good about themselves.

We feel very strongly about critical mass, so that we have enough deaf students together to form a good mix, so that they can develop personally, socially, and then go out and work in the mainstream, the larger environment, with hearing students.

We also feel that the needs of deaf persons, many deaf persons, have very comprehensive needs and go beyond what our programs can offer, and that we need to have very, very strong community services.

I did insert a chart, a graph, that indicates some of the kinds of services that we have available in our community. I'm sure you will find these same kinds of services in other communities where you have good sized programs for deaf persons.

We are pleased with the contributions that we have been able to make in one program, and the same thing would be true with the others. I have in my remarks a listing of some of the kinds of contributions that we have made to the field of deafness and special education.

We are also pleased with the relationships that our regional programs have had with Gallaudet College and NTID over the years. We've had excellent working relationships with all staff people. There have been many good projects that have come out, including a college career guide, some publications called: The Deaf Student in College, and we are routinely involved in the transferring and the referral of students.

One very exciting thing that's going on now is this student transfer agreement between Gallaudet, NTID, and other programs.

So in summary, we are very anxious and very excited about the Education of the Deaf Act and what can happen with it. We do feel that it is time for a new look at the state of the art, and we welcome continuing dialog with members and anyone else, and offer our help.

[The prepared statement of Robert R. Lauritsen follows:]

PREPARED STATEMENT OF ROBERT R. LAURITSEN, DIRECTOR, PROGRAM FOR DEAF STUDENTS, ST. PAUL TECHNICAL VOCATIONAL INSTITUTE

INTRODUCTION

Mr. Chairman. My name is Bob Lauritsen. I am Director of the Regional Education Postsecondary Education Program for Deaf Students at the St. Paul Technical Vocational Institute. I have held this position since the Program began in 1969. I am pleased to represent the four Regional Postsecondary Education Programs for Deaf Students which are supported in part by Section 625 of the Education of the Handicapped Act, P.L. 98-199. In addition to St. Paul TVI, the programs are California State University at Northbridge, Seattle Community College and the University of Tennessee.

SUPPORT OF EDUCATION OF THE DEAF ACT—1985

We are pleased to speak in favor and support of the Education of the Deaf Act of 1985. The Regional Education Programs are in full support of Title I, Title II, and Title IV of the Education of the Deaf Act of 1985 and such Technical Amendments that we are aware of that affect these Titles.

TITLE III—COMMISSION ON EDUCATION OF THE DEAF

We would like to address Title III of the Act. We see in the Commission on Education of the Deaf the hope for a Bill of Rights of Education for Deaf persons in Amer-

ica. It is our wish that all Deaf youth and adults who desire, need and can profit from Post Secondary Education have the same guarantee to Post Secondary Education that Gallaudet College and NTID students have. We want parents, Deaf and Hard of Hearing youth and adults, and rehabiliation conselors to have assurance that a range of appropriate educational opportunity will be in place for all persons regardless of age, race, color, national origin and severity of handicap.

REGIONAL POST SECONDARY PROGRAMS AS A PART OF EDUCATION OF THE DEAF ACT

We feel that appropriate recognition of the contributions of Regional Post Secondary Education Programs for Deaf students will create equality of services for all Deaf and Hard of Hearing persons in need of post secondary education, rehabilitation and transition services.

It is our recommendation that the currently funded Regional Post Secondary Education programs receive stable and adequate funding under the Education of the Deaf Act 1985, and that the Commission examine whether four regional education program are the appropriate number of programs to meet the needs of Deaf People in America.

MEMBERSHIP ON THE COMMISSION

We feel that it would be appropriate for the Regional Post Secondary Education Programs to be represented on the Commission that will be established under Title III.

A TRIADE APPROACH TO EDUCATION OF DEAF PERSONS

Regional Education Programs recognize the importance of Post Secondary Education for Deaf People. We also recognize that Rehabiliation and Transition services for Deaf People are essential for Deaf People to more fully participate in the mainstream of American Life. We urge that the Commission consider a total approach to services for Deaf People.

MAJOR CHANGES IN EDUCATION OF THE DEAF IN THE PAST TWO DECADES

The two major changes in Education of the Deaf in the past two decades have been the advent of expanded post secondary education opportunities for Deaf Persons and the impact of P.L. 94-142 and Section 504 of the Vocational Rehabilitation Act of 1973.

These changes have dramatically altered Education of the Deaf in the United States and cause a sense of urgency for the Commission on Education of the Deaf to initiate a state-of-the-art report.

P.L. 94-142 has caused a major reveral in where and how Deaf Youth are educated. The majority of Deaf and Hard of Hearing youth today are educated in mainstreamed environments. The location of these students has a direct impact on the marketing of post secondary education. Section 504 has caused post secondary education institutions to accept deaf students for matriculation. The evidence shows that not all deaf students should be accepted in every institution. Post secondary education opportunities for many students have replaced rehabilitation facilities as a major career event place after high school.

THE GAO REPORT FEBRUARY 1986

We are pleased that the General Accounting Office prepared a report on "Deaf Education: Costs and Student Characteristics at Federally Assisted Schools," February, 1986. This document will serve as a primary resource for the Commission in looking at existing post secondary federally assisted programs.

REGIONAL POST SECONDARY EDUCATION PROGRAMS AS A NATIONAL CONSORTIUM

Regional Education Programs for Deaf Students have been in existence since 1968-69. These programs represent post secondary technical vocational education, community college education and University education. These programs function effectively and in a cost effective manner as a National Consortium in providing Post Secondary Education opportunities for Deaf people.

BRIEF HISTORY OF REGIONAL POST SECONDARY EDUCATION PROGRAMS

In the late 1960's the Federal Government through the Bureau of Education for the Handicapped and the Rehabilitation Services recognized the importance of Re-

gional Education Programs for Deaf Students by establishing three Regional Education Programs through Research and Demonstration Programs. Congress recognized the success of these programs by passage of Section 625 of the Education of the Handicapped Act in 1975. Regional Programs for Deaf Students are in keeping with the spirit of P.L. 94-142 and Section 504 of the Rehabilitation Act by providing mainstreamed education in local educational environments. Regional Education Programs permit a critical mass of students, concentration of staff expertise and a concentration of resources required to create and maintain success in Post Secondary Education for large numbers of Deaf Students.

HOW MANY SECONDARY SCHOOL GRADUATES/LEAVERS WHO ARE DEAF OR HARD OF HEARING GO ON TO POSTSECONDARY EDUCATION?

The American Council on Education reports that approximately one third of hearing high school students go on to post secondary education. Information for Deaf and Hard of Hearing students indicates that a similar, or perhaps higher, percentage go on to post secondary education. For large numbers of Deaf and Hard of Hearing students post secondary education is not a luxury but a necessity.

WHERE DO SECONDARY SCHOOL GRADUATES/LEAVERS WHO ARE DEAF OR HARD OF HEARING GO FOR POSTSECONDARY EDUCATION?

One major source of information on Deaf and Hard of Hearing students in post secondary education is the 1986 College and Career Programs for Deaf Students, 6th Edition. This publication provides information on more than one hundred and forty post secondary education institutions that purport to provide services for Deaf and Hard of Hearing students. This publication reports 5,917 Deaf and Hard of Hearing students in post secondary education programs during Fall, 1985. Program size is reflected on chart I.

Chart II shows information on the numbers of students served in the six federally funded programs. Chart II indicates that Gallaudet College and NTID serve 2813 students or approximately forty-eight percent of all Deaf and Hard of Hearing students reported, and the four Regional Education Programs serve 573 students or approximately ten percent of students reported. Combined the federally funded programs serve approximately fifty-eight percent of the total reported.

CHART I—PROGRAM SIZE

		Percent
More than 100	5	3.4
51 to 100	13	9.1
31 to 50	15	10.5
21 to 30	22	15.4
11 to 20	32	22.4
10 or less	56	39.2
Total	143	

CHART II—STUDENT NUMBERS FEDERALLY FUNDED PROGRAMS, FALL 1985

		Percent
Gallaudet College	1,517	25.6
NTID	1,296	21.9
Regional Education Programs	573	9.7
CSUN	167	
Seattle Community College	85	
St. Paul TVI	170	
University of Tennessee	151	

CRITICAL MASS

Regional Post Secondary Education Programs are strong supporters of the concept of Critical Mass. It is our belief that Critical Mass is essential to the establishment and maintenance of Post Secondary Education Programs. Critical Mass is defined as:

A minimum number of students to form a cohesive peer group that permits individual differences to prevail in developing adequate interpersonal relationships within the peer group. The development and confidence of "self" in the peer group yields confidence for individual members of the peer group to compete adequately in the larger academic and social environment, the hearing environment. The precise number of like students to form a Critical Mass will vary from program to program. At St. Paul TVI the Critical Mass is approximately 175 students in a total student body of 2,000.

THE VALUE OF THE COMMUNITY IN MEETING TOTAL STUDENT NEEDS

Regional Education Programs offer strong support services including interpreting, note taking and tutoring. We feel that the needs of Deaf students are comprehensive needs that extend beyond the normal services of an educational institution. There must be strong community services available to Deaf Students. St. Paul TVI has influenced the development of a variety of community services in Minnesota. These services include the Health and Wellness Program of Ramsey Hospital, the Interpreter Referral Service of the Minnesota Foundation for Better Hearing and Speech, Legal Advocacy Services, and Regional Service Centers. The impact of the community in meeting student needs is illustrated on the attached chart.

REPLICATION OF THE SUPPORT SERVICE MODEL

The support service model developed by Regional Post Secondary Education Programs locations in institutions that historically served only hearing students proved successful in breaking down discrimination barriers, breaking down stereo-typed job opportunities for Deaf Persons by opening up new training opportunities, creating wide-spread institutional and community awareness of Deafness, serving as an exemplary model of support services for handicapped individuals to be replicated by other programs, and in other ways reaping the advantages of mainstreamed education.

CONTRIBUTIONS OF REGIONAL POSTSECONDARY EDUCATION PROGRAMS

Regional Education Programs have made significant contributions to the field of Deafness. Special Education and Rehabilitation. Appendix A illustrates several contributions made since 1969 by the Program for Deaf Students, St. Paul TVI. Similar kinds of contributions have been made by the other Regional Education Programs.

RELATIONSHIPS WITH GALLAUDET COLLEGE AND NTID

The Regional Education Programs have a demonstrated history of cooperation with Gallaudet College and NTID. The College Career Guide published by Gallaudet College and NTID was conceived at a meeting at St. Paul TVI. The Directors of the Programs of the six funded institutions in the field of Deafness have had a formal agreement known as the Council of Directors. This group was responsible for the publication "The Deaf Student in College", and also for a series of regional meetings held throughout the United States on the same topic. Staff relationships between the institutions are excellent. Notable areas of cooperation are in the recruitment, admission and referral process of students. Regional Education Programs counseling staff routinely assist in the testing procedures required for Gallaudet College and NTID admissions. In process is a student transfer arrangement between TVI and NTID. The Regional Education Programs provide sites for a variety of Internships.

SUMMARY

The Committee can take pride in support of Education of the Deaf Act—1985. Gallaudet College and NTID serve a real purpose for Deaf Americans. The Commission holds promise for a Bill of Rights of Education for Deaf People. The Regional Post Secondary Education Programs have made a substantial difference in the lives of thousands of Deaf Americans. It is our hope that each of these six institutions continue to improve the lives of Deaf Americans in the years ahead. We welcome continuing dialogue with the Committee in solving mutual concerns in the lives of handicapped Americans.

APPENDIX A

A CAPSULE LOOK AT SEVERAL PROGRAMS AND CONTRIBUTIONS IN THE FIELD OF DEAFNESS OFFERED BY ST. PAUL TVI SINCE 1969

St. Paul TVI hosted a meeting of directors of the federally funded postsecondary education programs for Deaf Students that lead to the publication of the College Career Guide for Deaf Students.

St. Paul TVI was an active participant with Gallaudet College and other post secondary institutions in pioneering programs of continuing education for Deaf Adults. In Minnesota, St. Paul TVI staff were active in passing legislation which is on-going for the purpose of providing continuing education for Deaf Adults.

St. Paul TVI began training Interpreters in 1972. St. Paul TVI was a charter member of the National Interpreter Training Consortium (NITC), and authored the curriculum for the NITC. In 1986 St. Paul TVI maintains a state funded Interpreter Training Program with three full time Interpreter Trainers. St. Paul TVI provides consortium training throughout the State of Minnesota for the Johnson County Community College, Overland Park, Kansas. St. Paul TVI has developed handbooks for Technical Signs and a variety of media over the years.

St. Paul TVI hosted and was a co-sponsor of the First National Oral Interpreter Evaluation Certification Workshop.

St. Paul TVI was the host for the organizational meeting of the Conference of Interpreter Trainers.

St. Paul TVI hosted a State Wide Rubella Conference.

St. Paul TVI hosted a National Counseling Workshop featuring Dr. Allen Sussman and Dr. Larry Stewart.

St. Paul TVI provided a Fifteen Year Symposium for a national audience.

The Program for Deaf Students developed a comprehensive Vocational Evaluation Center for Deaf Students which is now housed in the new West Building of St. Paul TVI

St. Paul TVI has provided sign language instruction for thousands of individuals over the years. Approximately 800 individuals are enrolled in sign language classes annually. Individualized sign language instruction has been offered for Psychiatrists working in the field of Deafness. St. Paul TVI was a charter member of the National Consortium of Programs for the Training of Sign Language Instructors—NCPTSLI.

St. Paul TVI initiated a Tri-Lingual Program for Deaf Persons from foreign countries who had resettled in the United States. These individuals, upon arrival in America were both Deaf and without use of the English language.

St. Paul TVI maintained an active Career Media for the Handicapped Program for Deaf Persons from 1971-1977.

St. Paul TVI has provided internships for graduate students from Gallaudet College, Northern Illinois University, Mankato State University, Drake University, the University of Minnesota and other colleges and universities.

The Program Director has provided congressional testimony on eight occasions in both the United States Senate and the United States House of Representatives in support of Federally funded post secondary education for Deaf Persons and interpreter training programs.

St. Paul TVI has hosted thousands of visitors from throughout the United States and foreign countries. The roster of visitor's comprises a who's who in the field of Deafness.

St. Paul TVI has been the model for the development of post secondary programs throughout the United States. Staff of St. Paul TVI have provided technical assistance in the establishment and refinement of post secondary programs for Deaf Students. Specifically included are programs at North Central Technical Institute, Wausau, Wisconsin; Waubonsee Community College, Sugar Grove, Illinois; and Texas Technical Institute, Waco, Texas.

Staff members at St. Paul TVI have been active participants in the development of a variety of community based service programs for Deaf Persons in Minnesota including Regional Service Centers, Interpreter Referral Centers, the Petra F. Howard Half-Way House for Deaf Persons, D.E.A.F. (Deafness Education and Advocacy Foundation) as well as other programs.

Mr. MARTINEZ. Thank you. I'm going to go to Mr. Williams first, because he may have to leave fairly soon. So, Mr. Williams.

Mr. WILLIAMS. Thank you very much. I understand the idea, as you express it, of achieving a critical mass, or that is, the benefits of critical mass. But I don't know what you're suggesting with regard to how to achieve it. Is it not being achieved now?

Mr. LAURITSEN. In a number of the programs that are around the country, in the 140-some that are in the college career guide, I would suggest that their critical mass is not being achieved.

Mr. WILLIAMS. Why is that?

Mr. LAURITSEN. There are too few students. You get 2 students, 5 students, 10 students, even sometimes as many as 30 or 40 students—that's not enough for people to make free associations with.

Mr. WILLIAMS. I understand that. How do you change that? What do you recommend?

Mr. LAURITSEN. You have regional programs like ours. I was not going to talk about deaf hall, but I think I will mention that, because it makes the point.

We have a deaf hall, and I grew up in a family of deaf people, and I know what it's like to go to church on Sunday and never get out of church and never get through the doorways out to the parking lot. I know what it's like to go to deaf picnics where you can't get through the mob of people. In our school, should you come and

visit our school at 2:30, 3 o'clock in the afternoon, you cannot walk through a hallway, because—we call it the deaf hall. That's the time where I would say I go home and put my slippers on. This is the time the kids let their hair down, that they relax, they communicate.

They've been out there doing the mainstreaming thing all day. Now it's time to put the slippers on and relax, and feel good about themselves; because at 3:30 they're going back out in that hearing community again.

So it's a critical mass that allows kids to feel good about themselves. It's a support group.

Mr. WILLIAMS. Let me ask a couple of questions about faculty. What percentage of faculty at Gallaudet are deaf?

Dr. LEE. The total number of deaf employees at Gallaudet College is approximately 357 or about 24 percent. Of the faculty, that number is about 31 percent are deaf.

Mr. WILLIAMS. How about St. Paul Technical?

Mr. LAURITSEN. I would be pleased to get the exact numbers. I would think the percent would be a little less. If we would consider part-time and full-time staff, then it would come up. We have a large number of deaf persons teaching sign language classes, which is a part-time extension program.

I would be pleased to get the faculty information for you on that.

Mr. WILLIAMS. In the GAO study which you referred to, there's a section on faculty salaries which indicates that they are below other institutions. What do we do about that?

Dr. LEE. I'd like to comment, Mr. Williams, but it does relate in some way to the proposal for the endowment. I would like to share with you what I shared with Mr. Natcher's committee during appropriation.

Mr. WILLIAMS. When was that testimony?

Dr. LEE. It was about 1 month ago.

Last year the Washington Post conducted a survey in this city of the eight major colleges and universities, including Gallaudet. My faculty was ranked seventh out of eight. This year we're looking at an increase of approximately $800,000. A 5-percent pay raise for Gallaudet is worth about $2 million. So you see my problem. My faculty is almost in last place, and we're falling further behind; and to recruit and maintain qualified faculty, especially in teaching deaf youngsters, requires there to be a competent and an equitable and fair compensation system. We are seriously hurting right now.

Mr. WILLIAMS. Either of the other; Yes?

Dr. CASTLE. I need to point out that the faculty salary levels for NTID are governed by the host institution, the Rochester Institute of Technology. Yes, ours are low in comparison to similar kinds of institutions of that kind that we assess every year in the State of New York.

We're trying, however, to make it different. In fact, in a year when the economy doesn't seem to suggest that it should be happening, for the coming year salaries will increase by an average of 7.5 percent at RIT, and the fringe benefits by 1.5 percent.

Mr. WILLIAMS. Do you think that there is a potential Federal solution for this problem of low salaries at the faculty level in your institutions?

Dr. CASTLE. I would doubt it very much, unless we change the agreement that exists between the Department of Education and RIT, which says that policy matters of this kind are governed by the host institution, and we have to deal with that. Of course, we would not find it very tolerable to have our own people in an inequitable situation that's become highly critical on the part of the rest of the campus.

Mr. LAURITSEN. I agree with Dr. Castle. That's the same situation we would have. I would feel for our professional staff that we need to be on line with the existing salaries in the entire institution. The one area you open up, Mr. Williams, is the area of pay for interpreters. That's still in a state of flux throughout the United States, but that's a separate issue that needs to be looked at.

Mr. WILLIAMS. I'm a teacher, and it always seemed to me that we had turned the salary structure on its head. We haven't found a way to consider in combination a teacher's own education level, and somehow work into that the difficulty of the teaching task, and then pay on the basis of some kind of a ratio.

Let me put it another way. I've lectured at college level, and I've taught sixth graders; and it's a lot tougher to teach sixth graders. Although I don't know much about it, I suspect that it's more difficult to teach the deaf in an institution of higher education than it is to teach people who can hear in an institution of higher education. So we've turned that on its head, too. I recognize that—particularly, just coming out of the Budget Committee, that we have a terrific deficit today, and we've got to find ways—required by Gramm-Rudman—to reduce it. But it seems to me that, if the public leaves this problem only to the institutions or the States or localities, we won't get it solved. I think maybe we need some type of Federal encouragement to bring the salary levels up.

Dr. CASTLE. I might point out that I have tried that philosophical approach at RIT, and it just doesn't go very far, because of the immediate creation of inequities that other people on the campus would find intolerable.

However, they do take it in another direction, as you probably know. The price is higher to get an engineer to come to teach in an institution of higher education than it is to have a professor of philosophy do so, and they do make a difference on that. But that's playing the market.

Mr. WILLIAMS. Let me ask one other question of each of you. That is, with regard to any changes that might be necessary in this bill. I understand that each of you testified about the legislation, but if you could make a change or two, what might that be, if anything? Dr. Lee.

Dr. LEE. I'm essentially satisfied, as long as the role of the project officer is clarified. I see that role, that person, as a conduit of information, a disseminator of information, and not an individual who would exercise line or management authority over the board of trustees of Gallaudet College.

Having said that, I'm comfortable with the legislation.

Dr. CASTLE. When the legislation first was presented in the Senate, I expressed one concern and one additional point of interest as I wrote to Senator Weicker, after having had it reviewed in our environment as a whole.

The concern related to the Commission and the time line that was laid on representation on the Commission from people associated with NTID and Gallaudet College. Initially, it was a 3-year period. Now it is a 1-year period. I would like to see it changed to a zero-year period, in all fairness.

The point of interest additionally expressed was to gain an allowance perhaps with this legislation, if not some other way, for NTID to accommodate the interests of foreign deaf students which we have not been allowed to do up to this point.

Mr. WILLIAMS. Is there a demand being expressed by those students for entry?

Dr. CASTLE. Oh, yes. For 17 years, we've had that expression of demand.

Mr. WILLIAMS. Is the demand parochial to one country or one foreign place?

Dr. CASTLE. No, not at all. I think part of it is that the privilege does lie there with Gallaudet College. Many of these people are aware of that, and they're wondering why it doesn't lie also with NTID.

Mr. WILLIAMS. Let me ask a question. Perhaps one of you know. It just occurs to me that I don't know the answer to this. As a percent of total populationis there a higher ratio of deaf citizens in America than the other industrial nations? Do you know that?

Dr. CASTLE. My impression would be no. It runs about equal. There may be a greater number, a higher proportion right now because of the severe rubella epidemic which did not graft itself around the entire world but did sweep through this country very severely in the early sixties.

Mr. LAURITSEN. I would like to go back and just comment on the point that I am so pleased that you picked up. We, obviously, support NTID and Gallaudet. We have strong ties, strong relationships with NTID. We are also strong advocates for our own work, regional education programs; and we feel that the six institutions together have made the changes that have been positive in the last 17 years on the behalf of deaf persons in America.

We would like to see our programs at some point in time—if it's in this legislation, fine—but we would like to see our programs receive stable funding, adequate funding, to do the things that we need to do for students.

I have been in the most painful situation I have been in my professional life this last year by disinviting students. I've been turning students away for this entire last year. I have had to close down summer school, because we are on an open competition process. Our entire staff is on a layoff notice pending outcome of open competition again.

That's really not fair to students.

Mr. WILLIAMS. I don't understand that. Your staff is pending layoff?

Mr. LAURITSEN. My staff are all on layoff notice right now, as are other regional education programs. The same thing is true in Seat-

tle, for example; and I think, at California, because we are on a 3-year grant process. We are in open competition——

Mr. WILLIAMS. It's a discretionary program problem.

Mr. LAURITSEN. That's correct. So my staff is all on layoff, not knowing whether they're going to be back in the fall. I don't think that's fair to students who want to come to our program this fall. We can't say for sure you can come.

Mr. WILLIAMS. Not terribly fair to the staff.

Mr. BARTLETT. Would the gentleman yield?

Mr. WILLIAMS. Yes. In fact, I'll yield the remainder of my time to the ranking member who has been very patient with me. I have to run back to the Budget Committee, is the reason Chairman Martinez let me have more than my 5 minutes; that, and the fact that he needs me to chair his subcommittee someday. I appreciate the time.

Mr. MARTINEZ. Also, he ran out of time. So I'll give you your own time.

Mr. BARTLETT. First, I wanted to follow up on that question. I think I understand what the problem is. You're saying that you're on an open competition for the academic year that begins this next fall, in the fall of 1986?

Mr. LAURITSEN. It's a fiscal year that begins July 1.

Mr. BARTLETT. Of 1986?

Mr. LAURITSEN. Of 1986. We're at May 8, and we have no knowledge today that we will be in operation July 1.

Mr. BARTLETT. So the problem is the uncertainty and the short timeframe. I want to make certain I understand that what you would suggest the solution would be, do your competition a year in advance as opposed to eliminating competition?

Mr. LAURITSEN. The two parts to the problem: We are funded under section 625 of Public Law 98–199, and that law says that the Department shall provide not less than $2 million—$2 million for four programs. Not less than. So we're not sure at what level funding we're going to come in at. We don't know whether we're going to be able to retain current staff, if we get funded. First, we have to get funded. Then we have to get funded at an appropriate level.

The direct impact—I'm still going to put students first. Mr. Williams put staff—He said staff is important, but to me students are important. We have no assurance that these students that have applied and have been applying all year will be able to come to our program in September until we know about our funding.

Mr. BARTLETT. So you would suggest a solution to that would be we do these—that the Department should conduct the funding and the competition a year earlier?

Mr. LAURITSEN. That would be one solution. Another solution, which Mr. Williams suggested, I believe, was to have something in this legislation that would take care of that problem. If I understood that correctly, I believe that's what he was saying.

Mr. BARTLETT. Let me just make sure I understand it. Are you urging that we permanently authorize St. Paul to never have to go through competition again, or you're not saying that?

Mr. LAURITSEN. Yes, I would say that.

Mr. BARTLETT. You are saying that?

Mr. LAURITSEN. Yes. And along with the other regional education programs.

Mr. BARTLETT. Let me then go on to some other questions. Dr. Lee, let me ask—I'm quite impressed by your program, and by the college, both the current academic status as well as its historic use.

Let me inquire, if you could describe for this subcommittee and for Congress how is Gallaudet used as a model for the rest of the country; that is, for public schools in Dallas, TX? Could you describe the ways in which the things that you learn and your ability to teach deaf students is then transmitted to public schools throughout the rest of the country? And are there ways in which we can improve that through legislative initiative?

Dr. LEE. Yes, sir, there are essentially two approaches to that. At the collegiate level, Gallaudet has a very extensive outreach program. We have established five regional centers. One is in New England, one in Kansas, one in California and, most recently, the Dallas County Community College system is now part of our operation, and Fort Lauderdale, FL.

Through that approach, we serve about 45,000 persons nationwide annually. These are educators of the deaf, professionals working with the deaf, in terms of disseminating information regarding deaf needs.

At the high school level, the Model Secondary School for the Deaf and the Kendall Demonstration Elementary School—They're both two demonstration schools established by Congress, and their primary mission is to develop, test, disseminate materials, methods, on teaching deaf children.

Last year they disseminated about 22,000 curriculum products. They ran about 200 technical assistance training programs. Their two journals reach about 11,000 subscribers. There are roughly 15,000 educators and professionals working with the deaf, and annually they train about 5,000 of those.

They have developed computerized software which they disseminate to various residential schools. And more recently now, we are entering into a series of five contracts with five major mainstream public school systems in the country to disseminate what we have learned at Gallaudet, and to assist them in their efforts with working with deaf children.

Mr. BARTLETT. Thank you very much.

Let me move on to the issue of literacy, because I believe you all touched on that in your testimony. If you were in our shoes—Let's just free think it a little bit. If you were in our shoes, what changes would you make in law or in practice, and what priorities would you give to methodology for improving literacy among deaf students and adults throughout the country? How would—If you were in our shoes—how would you approach it?

Dr. LEE. There are, between the ages of 5 and 17, Mr. Bartlett, roughly 75,000 to 90,000 deaf children in this country. About 94 percent of those students lost their hearing before the age of 3. By the time they reach school, they have simply been isolated with respect to sound, whereas hearing students, as you well know, are immersed in sound daily. So they're behind.

I think that Gallaudet, NTID, other organizations including Congress—we simply need to declare war on this language problem.

The greatest problem affecting deaf people in this blocking of communication, and we need to do it through technology, through instructional methods.

We have found there's a great marriage between the computer and television, but we've really not tapped the surface yet; and I wish I could say this morning that we at Gallaudet in our research efforts are ready to uncover some startling new revelations with respect to teaching deaf children English writing skills. We're not there yet.

Mr. BARTLETT. Dr. Castle.

Dr. CASTLE. Yes. I alluded to one important matter that relates to this question of interest on literacy in my earlier testimony. I believe we have to move expeditiously with what Senator Weicker is now proposing in terms of amendments to Public Law 94-142. It's very key that deafness be detected as early as possible. If it can be detected at birth, so much the better than being detected at the age of 3.

There is not a universal early detection program in our country. There is not a universal early intervention program for the benefit of the young deaf child and his parents. These two things are very key.

The United States is behind on that when we are compared to other nations in the world. Israel and Sweden and Japan are way out ahead of us. We've been talking about this as an important thing for a long, long time. Now I'm beginning to see some Federal action that relates to it, and these revisions are very, very pertinent.

Of the babies who are born deaf, 90 percent can profit from amplification systems, and yet most of them are denied this, because their hearing loss is not detected early enough. The sooner you can get amplification built into the program, the sooner that child can profit with residual hearing like many of our hearing people do.

Hearing is a strong base to literacy, whether we like to think so or not. There are many people who think there is in truth this myth, and they think it's true, that because deaf people are more visually oriented they will be better readers. That is not the case.

The reason they're not good readers is because they don't have this early impact for learning good language structure. A large part of that goes with the use of hearing. So early amplification upon early detection is important. Early education of the deaf parent and early inclusion of specialists like audiologists and speech pathologists and language specialists and reading specialists are very, very important. We lack that in our system right now.

Mr. MARTINEZ. Mr. Lauritsen.

Mr. LAURITSEN. I would support—I would fully support both the remarks of Dr. Lee and Dr. Castle. We need some technology. We're long from having the right kind of technology and putting it all together properly. Dr. Castle has given us a good audiological speech, clinical need of where we are.

I'm reminded of something that happened to me in 1969 when I went to St. Paul TVI. A good friend of mine, audiologist, said, Bob, we've got something that's going to eliminate the need for St. Paul TVI Program for deaf students. You won't have a job there in another year or two.

This is 1986. Nothing has changed. So I would urge that we do all the research and technology, we do all the things that Dr. Castle has suggested. But I would also urge that we not forget that we're talking about a handicap of deafness, which for many persons is a devastating handicap in terms of language, and that until we get that breakthrough that we continue the kind of programs and legislation that we're talking about today.

Mr. BARTLETT. My time is almost expired, the chairman tells me. But I do have one key question that you all can answer quickly, if you would, or prepare additional comments for the record, if you would rather be more extensive. That is, do you support the proposal to create an endowment with $1 million a year of Federal matching funds?

Dr. LEE. Gallaudet supports it.

Mr. BARTLETT. Dr. Castle.

Dr. CASTLE. NTID and RIT supports the concept as well. At the moment, because of budget holdback for fiscal year 1986 and fiscal year 1987, if it's still going to be held back we would prefer that this endowment plan be delayed for a couple of years until we can accommodate the whole essence of rubella. But, yes, RIT's Board of Trustees has found this a very acceptable concept, and so has their division of development; and they're ready to work on it as soon as it's implemented.

Mr. BARTLETT. Thank you. Thank you, Mr. Chairman.

Mr. MARTINEZ. Thank you, Mr. Bartlett. I was going to go to Mr. Hayes next, but I'm dying of curiosity because the questions by both Mr. Williams and Mr. Bartlett and your answers started to raise a question in my mind.

Here I'm making some assumptions only on notions that I've had from what I've heard or read, and I can't even remember where or which. But it seems to me that—it may or may not be a myth—that there is more occurrence of deafness among minorities because minorities tend to not get prenatal care and inadequate diets, which actually causes a lot of the deafness in young infants. Is that a myth, or is that true?

Dr. CASTLE. One of the full-time researchers at NTID recently looked into this. It appeared, by the data that he produces, that the incidence of deafness is lesser among minorities than it is among nonminorities.

Mr. MARTINEZ. It's lesser?

Dr. CASTLE. Yes. But slightly lesser. The distinction is not that high, but it is found to be, to a certain degree, lesser.

Mr. MARTINEZ. All right. Then that eliminates the need for my next question. One other question. In your response to Mr. Williams, you indicated—I believe it was to Mr. William's—that you do not accept foreign students.

Dr. CASTLE. Our admissions criteria do not allow us to admit foreign students. We are currently restricted to U.S. citizens and individuals here on a permanent visa basis.

Mr. MARTINEZ. But you do at Gallaudet?

Dr. LEE. Yes. We have about 327 foreign students enrolled at Gallaudet College.

Mr. MARTINEZ. Of those foreign students, are there any deaf? How many are deaf?

Dr. LEE. They're all deaf.

Mr. MARTINEZ. They're all deaf?

Dr. LEE. Yes.

Mr. MARTINEZ. Do you take foreign students over U.S. citizens?

Dr. LEE. No. We've never had a problem with turning down any U.S. citizen, and we don't intend to.

Mr. MARTINEZ. What is your minority percentage there?

Dr. LEE. Fourteen percent.

Mr. MARTINEZ. Fourteen percent. Thank you.

Mr. LAURITSEN. Mr. Martinez, if I might. I don't have the statistical information on minorities, but I can tell you this, that in terms of deaf student minority enrollment in our institution, we have a higher minority deaf student enrollment than the minority enrollment in the school.

Mr. MARTINEZ. Thank you. Mr. Hayes.

Mr. HAYES. Thank you, Mr. Chairman.

Dr. Lee, does your program at Gallaudet College include the placement of students in a climate commensurate with the acquired skills from their education, once they complete?

Dr. LEE. Yes, sir. We're very pleased with our career center and our placement efforts. We place about 90 percent of our students, either in graduate programs or employment. That is commensurate with their preparation at Gallaudet.

Mr. HAYES. About 9 percent?

Dr. LEE. Ninety percent.

Mr. HAYES. Ninety percent. OK. I say this, because you're aware of the fact that we do have a Civil Rights Act that we've been struggling, trying to make sure that we get it restored; and it has one title in it that deals specifically with the discrimination against the handicapped. I just want to make sure that your school does have that kind of program.

Now, Dr. Castle, could—you mentioned in your testimony that having a project officer designated for NTID is nothing new. In fact, I think you said you've had it ever since 1967. Maybe I missed it, but could you briefly describe for me the function of a project officer?

Dr. CASTLE. The project officer for NTID is essentially to help with continuing administrative oversight on the programming for NTID. The project officer serves in the role of program versus budget, as far as the Department of Education is concerned.

The project officer is an ex officio member of the National Advisory Group established by law for NTID as well, and comes or sends a designee to all of the meetings of that group. That is the group that deals with policy matters with respect to NTID.

Mr. HAYES. Has your institution experienced any undue problems because of the oversight function of the project officer?

Dr. CASTLE. None whatsoever. In fact, we have found it to be a very helpful process.

Mr. HAYES. Have you had any problems with obtaining accreditation from national organizations because of this oversight function?

Dr. CASTLE. None at all.

Mr. HAYES. No conflicts have arisen?

Dr. CASTLE. No conflict.

Mr. HAYES. Or internally?

Dr. CASTLE. No.

Mr. HAYES. All right. Thank you.

Mr. MARTINEZ. Thank you, Mr. Hayes.

Thank you, gentlemen, for your enlightening testimony. We appreciate your being here.

Next we would like to call Mr. Gary Olsen, executive director of the National Association for the Deaf, and Ms. Patricia Brown, immediate past president, American Society for Deaf Children.

We would like to recognize Mr. Gary Olsen first.

STATEMENTS OF GARY OLSEN, EXECUTIVE DIRECTOR, NATIONAL ASSOCIATION FOR THE DEAF; AND PATRICIA BROWN, IMMEDIATE PAST PRESIDENT, AMERICAN SOCIETY FOR DEAF CHILDREN

Mr. OLSEN. Thank you, Mr. Chairman.

Mr. Chairman and members of the Subcommittee on Select Education, thank you for inviting me to be here. My name is Gary Olsen, and I am a deaf consumer and graduate of Gallaudet College, executive director of the National Association of the Deaf.

I am pleased to be here with you today to testify on S. 1874, the Education of the Deaf Act. In addition to my written testimony, I would like to give you my oral one.

The National Association of the Deaf is a 106-year-old organization that advocates for the rights of deaf and hearing-impaired people in the United States. The National Association of the Deaf was founded on the principle that deaf people have both the right and a responsibility to determine their own destiny and be involved in the decision making processes which affect their lives.

We are guaranteed these under the U.S. Constitution of Independence. I'd like to quote one thing that we strongly believe in, and this is a quote by Mr. Victor: "What matters deafness of the ear when the mind hears. The one true deafness, the incurable deafness, is that of the mind."

We commend the Congress for its long history of interest and involvement in the area of education for deaf people. Even in the throes of the Civil War, Congress took the time to establish Gallaudet College and to ensure that deaf people had appropriate opportunities for education and employment.

Today Congress continues its long involvement in providing quality educational programs for deaf individuals, and these efforts have our full support.

There's a great need for S. 1874 which takes a deeper look into the educational options open to deaf students today. However, with the tremendous changes that have occurred in the past 170 years, a very critical factor relative to the improving educational programs of deaf people must be taken into consideration, the involvement of deaf people themselves in the decisionmaking process in areas which affect their lives.

Today, we have many deaf people with master's and doctorate degrees in numerous fields, people who are employed in high level Government jobs, education and in private industry, people who are well qualified to sit on this Commission established by S. 1874.

This brings me to several points on this legislation which I would like to bring to your attention.

First, to establish a commission to study the education of deaf people without ensuring at least equal representation of qualified deaf persons as members of the commission is to put one class of citizens under the control of another class. The days of token representation on boards and commissions are over. Token representation must be replaced by equal representation.

The right to equal representation also applies to membership on the boards of schools covered by this legislation, such as Gallaudet College, the MSSD, the Kendall Demonstration Elementary School, the national Technical Institute of the Deaf and the Advisory Group appointed by the Secretary of Education.

Throughout this bill, the various boards, advisory groups and the commission itself need to have at least equal representation by the population group that they are set up to serve.

Second, we need to apply this factor of equal representation to the position of the Chair of the Commission and the chairs of various boards and advisory groups covered by S. 1874.

There are many highly qualified deaf persons who have expertise and experience to fill these positions, and we ask that Congress ensure that they are appointed to do so.

Third, relative to the funding covered by S. 1874, we support the funding levels outlined for Gallaudet College and NTID. Funding for other educational institutions should be enhanced. Not everyone can or wants to attend NTID or Gallaudet College.

We must give deaf people access to a wide variety of educational options and fields of studies leading to greater employment opportunities.

Fourth, we ask that, if a project liaison officer is appointed to coordinate the administration of all postsecondary programs serving deaf and hearing impaired students, that this project officer should be assigned from an agency of higher education within the Government.

At present, there are some educational institutions operating without guidance or reporting responsibilities to any agency. We feel that such information should be coordinated and centrally available to the Congress and to the public to ensure that both funding and the administration of the programs are appropriate and meet the needs of deaf people.

Fifth, the consultation portion of the S. 1874 refers generally to programs and agencies which shall be conducted by the commission. We ask that the Congress specifically include the National Association of the Deaf in this section.

It is our strong desire to provide input and guidance on behalf of deaf consumers to the commission so that the consumer views may have appropriate impact upon recommendations and policy developed.

No. 6, there is a need for elimination of the restriction of the one year time frame before anyone can serve on this commission. If no other choices, we will strongly recommend that it is limited only to employment, not to people serving on the different advisory boards.

Finally, we support the concept of bestowing university status upon Gallaudet College. It is appropriate and fitting action.

In closing, let me emphasize that we commend the Congress for taking action to improve the quality of education for deaf people. We stand ready to do anything we can to assist the commission in its endeavors. But let me also emphasize that deaf people have the rights and responsibilities to be fully involved in all stages of policies and program planning, development and implementation which affect their destinies.

Thank you. [Applause.]

[The prepared statement of Gary W. Olsen follows:]

PREPARED STATEMENT OF GARY W. OLSEN, EXECUTIVE DIRECTOR, NATIONAL ASSOCIATION OF THE DEAF

The National Association of the Deaf commends the 99th Congress for taking action to improve the quality of education for the deaf, and makes the following recommendations for amendments to S. 1874, "The Education of the Deaf Act":

1. The Commission to be established by the passage of this legislation should include at least equal representation of deaf people on its membership. The Boards and advisory groups which are covered should also reflect this.

2. We encourage the appointment of qualified deaf persons to Chair the Commission and Boards/advisory groups.

3. We support the funding levels as outlined for Gallaudet College and NTID, and believe that funding for other programs serving the deaf should also be enhanced . . . providing deaf students with a wider variety of education/employment options.

4. If a Project Liaison Officer is appointed to coordinate the administration of all post-secondary programs serving the deaf and hearing impaired, the Officer should be assigned from an agency of higher education within the government.

5. We ask that the Gallaudet College/National Technical Institute For the Deaf employment related restrictions for serving on the Commission be limited to employees and/or consultants and not be interpreted to apply to advisory group members or board members serving the schools within the two institutions.

6. We support the concept of bestowing University status upon Gallaudet College. This is an appropriate and fitting action.

Chairman Williams and Members of the Subcommittee on Select Education:

My name is Gary W. Olsen. I am a deaf consumer and Executive Director for the National Association of the Deaf, a 106-year-old organization, the oldest consumer organization of disabled people in the United States. With a membership of 20,000, we serve as an advocate for more than 16 million deaf and hard of hearing people in America. We were founded on the philosophy that "We have interests peculiar to ourselves which can be taken care of by ourselves." These words have been the foundation of our pursuit of being a free people in a free society. We, as a cultural and minority group, also firmly believe that we are guaranteed the right to be a free people under the words of the Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal, and are endowed by their Creator with certain inalienable rights, among which are life, liberty and the pursuit of happiness."

In 1976, Congress endorsed the following: "It is of critical importance to this Nation that equality of opportunity, equal access to all aspects of society and equal rights guaranteed by the Constitution of the United States be provided to all individuals with handicaps . . . it is essential . . . that all individuals with handicaps are able to live their lives independenty and with dignity, and that the complete integration of all individuals with handicaps into normal community living, working, and service patterns be held as the final objective."

Historically, Congress has been vigilant in protecting and enhancing the rights of deaf people in the United States. Even in the throes of the Civil War, Congress—with the full support of President Abraham Lincoln—established Gallaudet College to ensure that deaf people had appropriate opportunities for education and future employment. Today, efforts by the House and Senate to insure quality educational programs and to foster improved educational programs for deaf individuals throughout the United States have our full support, and we commend the 99th Congress for focusing on these measures.

There is a need for S. 1874, which takes a deeper look into the educational options open to deaf students today. We need to remind ourselves that "education takes place in many different ways—families and day care centers, churches and synagogues, libraries and museums, boy/girl scout troops and county fairs—and the

schools, though culturally important, are only one of these. The future of American deaf education depends upon development of a forum for a new understanding of the relationship between academic and the social ideals to which we aspire."

With the tremendous changes that have occurred during the past 170 years since the establishment of the first school for the deaf in America, a critical factor relative to improving educational programs for deaf people must be taken into consideration: the involvement of deaf people in the decision-making processes of areas impacting upon our lives. Following the Congressional action of 1864 establishing Gallaudet College, deaf people, more than ever before, were able to complete their schooling and go on to obtain a higher education and maintain decent jobs. Today, we have deaf people with Masters and Doctorate degrees in numerous fields; people who are employed in high level jobs in the government, in education, and in private industry, people who are highly qualified to sit on a commission such as the body that would be established by S. 1874.

This brings me to several points on this legislation which I would like to bring to your attention:

As you have already heard, many advances have been made in the educational levels to which deaf people can now aspire. To establish a Commission to study the education of deaf people, without insuring at least equal representation of qualified deaf persons as members of the Commission, is to put one class of citizens under the control of another class. The days of "token" representation on committees, boards and commissions are over. "Token" representation must be replaced by "equal" representation! The right to equal representation also applies to membership on the Boards of the schools which this legislation covers: Gallaudet College, the Model Secondary School for the Deaf, Kendall School, and the National Technical Institute for the Deaf as well as the NTID Advisory Group appointed by the Secretary of the Department of Education. Throughout this bill, the various Boards, advisory groups, and the Commission itself need to have at least equal representation by the population group they were set up to serve!

Closely related to my first point, let me emphasize the need to apply the factor of equal representation to the positions of Chair of the Commission, and to the Chairs of the Boards and advisory groups which S. 1874 covers. There are highly qualified deaf persons who have the expertise and experience to fill these positions, and we encourage their appointment. We firmly believe that deaf people must control their own destinies.

Thirdly, relative to the funding covered by S. 1874, we support the funding levels as outlined for Gallaudet College and NTID. Funding for other educational institutions serving deaf people should also be enhanced. Not everyone can or may want to attend NTID or Gallaudet. We must give deaf people access to a wider variety of educational options and fields of study leading to greater employment options.

Fourthly, we ask that if a Project Liaison Officer is appointed to coordinate the adminmistration of all post-secondary programs serving deaf and hearing impaired students, the Project Officer should be assigned from an agency of higher education within the government. At the present time, there are some educational institutions operating without guidance or reporting responsibilities to any agency. We feel that information and guidance about higher education programs for the deaf should be coordinated and centrally available to Congress and to the public to insure that both funding and the administration of programs are appropriate and meet the needs of deaf people.

Fifthly, we ask that the Gallaudet College/National Technical Institute for the Deaf employment related restrictions for serving on the Commission be limited to employees and/or consultants and not be interpreted to apply to advisory group members or board members serving the schools within the two institutions.

Finally, we support the concept of bestowing University status upon Gallaudet College. It is an appropriate and fitting action.

In closing, let me emphasize, again, that we commend Congress for taking action to improve the quality of education for deaf people. We stand ready to do everything we can to assist the Commission in its endeavors. But let me also emphasize that deaf people have the right to be fully involved in all stages of policy and program planning, development and implementation in educational issues which affect our destinies. Thank you.

"What matters deafness of the ear, when the mind hears. The one true deafness, the incurable deafness, it that of the mind."—VICTOR HUGO.

Mr. MARTINEZ. Oh, that's against the rules. I applaud you. I don't care if it is against the rules.

Ms. Patricia Brown.

Ms. BROWN. Chairman Williams, members of the Subcommittee on Select Education.

The American Society for Deaf Children of which I am past president and a current board member wishes to express its gratitude for opportunity to testify before you today. As an organization with prime influence on the lives of deaf children and their families, the American Society for Deaf Children feels it to be appropriate that we testify on behalf of thousands of parents and families with children who are deaf and hard of hearing.

The American Society for Deaf Children also finds it appropriate that we testify today because of our relationship with those institutions involved in the Education for the Deaf Act of 1985. Through the years ASDC, formerly known as the International Association of Parents of the Deaf, has worked diligently with Gallaudet College, the Model Secondary School for the Deaf, the Kendall Demonstration School and the National Technical Institute for the Deaf to improve the lives of deaf children and youth.

As part of my testimony today, I have been requested to cite the American Society for Deaf Children's views on current and future problems affecting deaf children and youth. The allocated time to prepare the testimony before you, accompanied with the inadequate available research on these areas, prohibit my presenting you with a full, detailed and factual accounting of current and future issues so vital to our children's lives.

However, the American Society for Deaf Children believes it imperative that you be aware of the foremost issues that plague our children's lives and ultimately impact on their ability to function in society.

Each of these following issues are deserving of similar forums for full discussion and resolution. They are defined as:

First, early diagnosis and intervention.

Second, educational services, including Public Law 94-142 and manual 10, component 3 as it relates to the least restrictive environment.

Third, mental health services: Child physical and sexual abuse and, habilitation services.

Fourth, postsecondary education programs. Under those comes career planning, restraints within the system.

Fifth, vocational rehabilitation services, including transitional services, collegebound, workbound and multiple handicapped consumers.

Sixth, social services: The effects, the incentives and the disincentives.

It is imperative that consumers, professionals, and organizations serving the deaf, such as the American Society for Deaf Children, participate in any discussion and possible resolution of problems faced by deaf children and their families. I want to stress that Congress include our input at the onset of any discussion of these issues, discussions that should fall under the purview of the proposed Commission on Education for the Deaf.

The American Society for Deaf Children endorses the Education of the Deaf Act of 1985. Gallaudet College, referred to as Gallaudet University in Senate Bill 1874, has pioneered and set trends for educating the deaf for approximately 129 years. It is appropriate

that Gallaudet College be afforded the opportunity to become Gallaudet University, and we hope that Gallaudet will continue to strive for their constant goals of excellence in education.

Although Gallaudet College has operated successfully under the directorship of a 21 member board of directors probably since its inception, the American Society for Deaf Children would like mandated and defined in this legislation that at least one member of that board be a parent of a deaf child.

The National Advisory Committee, a body that would formally govern in some respects the Model Secondary School for the Deaf, is at this time a nonexistent body. We recommend that this committee be reinstated for the purpose of providing direction and leadership not only to the Model Secondary School for the Deaf but also to the Kendall Demonstration School through Gallaudet College's board of directors.

The National Technical Institute for the Deaf—the American Society for Deaf Children recognizes the existence and accomplishment of the National Advisory Group of the National Technical Institute for the Deaf. I have served on this advisory panel 2 years, and I have found that the National Technical Institute for the Deaf responds to the National Advisory Group with appropriate resolutions.

The American Society for Deaf Children recommends that one member of the National Advisory Group be a parent of a deaf child, and that this recommendation be mandated as part of that group's composition.

Again, I state we do acknowledge the existence of a parent on that board.

Commission on Education for the Deaf: The proposed Commission on Education for the Deaf has the potential and, hopefully, will be influential on enhancing the educational services for deaf children and adults. The American Society for Deaf Children, however, questions the composition, the proposed composition, of the Commission as stated in S. 1874.

We request that at least one parent of a deaf child be mandated as being a member of this Commission. Many parents of deaf children possess the skills, knowledge, expertise and the willingness to serve on the Commission of Education for the Deaf, as well as the aforementioned committee, group and board.

The qualifications of several such parents are attached to my written testimony. ASDC hopes that Congress will work diligently to establish the Commission on Education for the Deaf, and will bring the expertise, knowledge, devotion and dedication necessary to this mission to guide the development of educational services for the deaf, and to resolve many of these issues I have stated early in my testimony.

We urge that the Commission draw upon individuals as members of this Commission who possess the background, knowledge and competence necessary to serve in a maximum capacity and to achieve the stated goals.

I think I have spoken 5 of my 7 minutes that I was asked to, but I ask you to please give me a couple of extra minutes to share with you a personal story which I think qualifies me to be here today.

Mr. MARTINEZ. Actually, you've used up 6 minutes and 24 seconds, but go ahead anyway.

Ms. BROWN. Twenty-one years—22 years—21 years ago—I'm sorry—When my youngest daughter was diagnosed as being profoundly deaf, organizations and institutions such as the American Society for Deaf Children, the National Association for the Deaf, the Alexander Graham Bell Association, Gallaudet College, and its precollege programs and the National Technical Institute for the Deaf were unknown to me or to anyone whom I reached out for for assistance.

Living in a remote, isolated area imposed a greater challenge on my family than deafness itself. Not knowing the available options, nor having access to their benefits, was tantamount to them not existing.

I often recall my first professional medical consultation for my youngest daughter. Following a long illness and a case of the mumps, I took my daughter to a pediatrician and suggested to the doctor that something might be wrong with her hearing.

The pediatrician told me—and I quote: "Bring her back when she gets sick. She just needs time to get well." An ear, nose, and throat specialist provided me my second diagnosis. The specialist told me, "I think it is psychological deafness. She has turned you off. Children often do this."

Each time I was sent home to live or to try to exist with only these insulting advices from medical professionals. The following 10 years were probably the worst nightmare a family could struggle through.

These years were spent confused, wandering, worrying, reading, and writing, when my mind could focus enough on any one rational thought. I was advocating, protesting, testifying, traveling, studying, working, makeshift parenting, and generally caring. Note, I never mentioned that I was loving. I was much too bitter, too drawn, tired, beaten to love. Out of my frustration, ignorance, and lack of compassion, my very loving and secure family life vanished, never realizing what had happened.

After sobering up from a toxic megadose of grief, misconceptions, and misinformation, I focused on my family's future, or what was left of my family. I decided to relocate back to the mainland from the U.S. Virgin Islands and to attempt to change my daughter's education and her life.

I wanted to provide her with opportunity to regain from the years of isolation imposed upon her through silence. I quickly realized, however, that I was a woman with two children without a country. I came to know two wonderful deaf Gallaudet College graduates who led me to think positively about my daughter's future.

I accepted their advice of enrolling her in a residential program. Yes, it was heartbreaking to think I might have to separate from her. Through all the years I never shunned from my responsibility of parenting and now feeling comfortable emotionally and mentally prepared and physically capable of being a good parent, I faced the possibility of being away from my daughter.

I then discovered the Model Secondary School for the Deaf. I pursued endless amounts of information, and within a year's time had

my daughter enrolled in MSSD. For the first time I felt I had accomplished something without experiencing the heartbreak and the struggle I had come to know.

However, the time-consuming effort also made me question every decision I had ever made as a parent of a deaf child. Shortly after coming to the Washington area, I struck gold by joining the American Society for Deaf Children.

Through this society, I came to know parents who had made the same mistakes I had made, parents who had come through the same struggle. We shared similar stories and nightmares. We cried. We laughed. We joked. We teased. But most importantly, we realized that we had a very serious journey ahead of us.

We had to assure that no other deaf children nor their families experienced the struggle and frustration we had experienced. We had to ensure that the life and all its opportunities were available to our deaf children, as they had been to our hearing children and to mankind.

To this day, I have served diligently as a member of the American Society for Deaf Children, working collaboratively with the National Technical Institute for the Deaf, the National Association for the Deaf, Gallaudet College, and its precollege programs to guarantee a better life to deaf children.

My deaf daughter is now 22 years old. I will not lead you to believe that she has regained her missing years. There is no recouping of one's childhood, nor the various developmental stages which come in progression and not in a lump sum.

However, my daughter has dreams. She has her dignity. She has a part-time job while maintaining a 3.0 average as a full-time student at the University of the District of Columbia. She has good support services, a loving family, and hundreds of thousands of families across the United States encouraging and supporting her ideals.

She also has a democratic government which has allowed me the opportunity to testify before you today. And she sends this message to you:

> I am proud of my family, and of my mother. I appreciate the advice I have received many years ago from two deaf Gallaudet graduates. I am happy that my mother understands deaf people, and me, and that she has helped me to develop.

Much of my daughter's future, and the future of other deaf children rests in your hands. I ask that Senate bill 1874 be given the fullest consideration and that every aspect of this bill be enacted, and that the lives of deaf children never remain stagnant.

Thank you.

[The prepared statement of Patricia Brown follows:]

AMERICAN SOCIETY FOR DEAF CHILDREN

814 Thayer Avenue
Silver Spring, MD 20910

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301 585-5400

TESTIMONY BEFORE THE SUBCOMMITTEE ON SELECT EDUCATION 5/8/86

Chairman Williams, members of the Subcommittee on Select Education, the AMERICAN SOCIETY FOR DEAF CHILDREN, of which I am Past-President, and a current Board Member, wishes to express its gratitude for the opportunity to testify before you today. As an organization with prime influence on the lives of deaf children and their families, the AMERICAN SOCIETY FOR DEAF CHILDREN feels it to be appropriate that we testify on behalf of the thousands of parents and families with children who are deaf or hard of hearing.

The AMERICAN SOCIETY FOR DEAF CHILDREN provides information and support to parents and families with children who are deaf or hard of hearing. The AMERICAN SOCIETY FOR DEAF CHILDREN is a national organization, with international influence. The heart of the SOCIETY is personal responses to individual needs of families with deaf or hard of hearing children across the United States and Canada. Services from the AMERICAN SOCIETY FOR DEAF CHILDREN erase the lonliness and fears that most parents feel when they experience communication problems that accompany deafness. The AMERICAN SOCIETY FOR DEAF CHILDREN is a nonprofit organization, representing approximately 20,000 parents, families, professionals and friends, working together to improve the lives of deaf children and their families. The AMERICAN SOCIETY FOR DEAF CHILDREN also finds it appropriate that we testify today because of our relationships with those institutions involved in the "Education of the Deaf Act of 1985." Through the years, the AMERICAN SOCIETY FOR DEAF CHILDREN, formerly known as the International Association of Parents of the Deaf, has worked diligently with Gallaudet College, the Model Secondary School for the Deaf, the Kendall Demonstration School, and the National Technical Institute for the Deaf, to improve the lives of deaf children and youth. AMERICAN SOCIETY FOR DEAF CHILDREN will continue these collaborative efforts to assure continued quality services from these major educational institutions.

Deaf Issues -- Current & Future

As part of my testimony today, I have been asked to cite the AMERICAN SOCIETY FOR DEAF CHILDREN's views on current and future problems effecting deaf children and youth.

During the past decade, great strides have been made to improve services and programs, and to enact laws effecting the provisions to deaf children and youth. The fruits of that labor are evident in many of our deaf youngsters of today. Unfortunately, even with these improvements, thousands of deaf children and youth have fallen through the cracks. We have, and are continuously losing thousands of potentially self-supporting, motivated deaf citizens to alternative life-styles as a means for their survival. These alternatives: drugs, mental institutions, financial dependancy, and most common, the streets, do not lead to productive or acceptable lives by any measuring instrument. We must continue to devote adequate research and services to assure our deaf childrens' access to society as productive, independent individuals.

The allotted time to prepare and testify before you today, accompanied with inadequate available research in these areas, prohibit my presenting you with a detailed and factual accounting of current or future issues so vital to our childrens' lives. However, the AMERICAN SOCIETY FOR DEAF CHILDREN believes it imperative that you be aware of the foremost issues that plague our childrens' lives, and ultimately impact on their ability to function in society. Each of these following issues are deserving of similar forums for full discussion and resolution:

1. Early Diagnosis and Intervention
   a) Parent awareness
   b) Medical diagnosis and transfer of information

2. Educational Services
   a) Public Law 94-142
   b) Manual 10, Component 3

more

3. Mental Health Services
   a) Child physical and sexual abuse
   b) Habilitation services
4. Post Secondary Educational Options
   a) Career planning
   b) Restraints within the system
5. Vocational Rehabilitation Services
   a) Transitional services
   b) College bound consumers
   c) Work bound consumers
   d) Multiple handicapped consumers
6. Social Services
   a) Effects
   b) Initiatives and disincentives

It is imperative that consumers, professionals, and organizations serving the Deaf, such as the AMERICAN SOCIETY FOR DEAF CHILDREN, participate in the discussion and possible resolution of problems faced by deaf children and their families. I want to stress that Congress include our input at the onset of any discussion of these issues -- discussions that should fall under the purview of the proposed Commission on Education of the Deaf.

"Education of the Deaf Act of 1985"

The AMERICAN SOCIETY FOR DEAF CHILDREN endorses the "Education of the Deaf Act of 1985" (S. 1874) as a relevant and appropriate legislation that:

-authorizes quality educational programs for deaf individuals,

-fosters improved educational programs for deaf individuals throughout the United States, and

-reenacts and codifies certain provisions of laws relating to the education of the Deaf.

The uniqueness of Deafness, and its processes for educating deaf children, has probably been explained to members of this body, and many Congresses before, by many organizations, educators and professionals. Thus, the AMERICAN SOCIETY FOR DEAF CHILDREN does not believe it is necessary to reconvince this body of the need for such important legislation.

Title I -- Gallaudet University

Gallaudet College, referred to in S. 1874 as Gallaude University, has pioneered, and has set trends for educating the Deaf for approximately 129 years. The AMERICAN SOCIETY FOR DEAF CHILDREN finds it appropriate that Gallaudet College be afforded the opportunity to become Gallaudet University, and hopes that Gallaudet will continuously strive for their constant goals of excellence in education.

Although Gallaudet College has operated successfully under its directorship of a 21-member Board of Directors, probably since the inception of the institution, the AMERICAN SOCIETY FOR DEAF CHILDREN would like mandated and defined as such in this legislation, that at least one member of this Board be a parent of a deaf child.

The National Advisory Committee, a body which would govern, in some respects, the Model Secondary School for the Deaf, is, at this time, a non-existant body. The AMERICAN SOCIETY FOR DEAF CHILDREN recommends that this Committee be reinstated for the purpose of providing direction and leadership not only to the Model Secondary School, but also to the Kendall Demonstration School-through the Gallaudet Board of Directors. The National Advisory Committee, at the same time, should serve as a mechanism for the due process procedure for parents of students enrolled at the Model Secondary School and Kendall Demonstration School. The AMERICAN SOCIETY FOR DEAF CHILDREN recommends that one member of this reinstated Committee be a parent of a deaf child.

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Title II -- National Technical Institute for the Deaf

The AMERICAN SOCIETY FOR DEAF CHILDREN recognizes the existence and accomplishments of the National Advisory Group of the National Technical Institute for the Deaf. I have served on this advisory panel for two years, and I find that the National Technical Institute for the Deaf responds to the Advisory Group with appropriate resolutions. The AMERICAN SOCIETY FOR DEAF CHILDREN recommends that one member of the National Advisory Group be a parent of a deaf child, and that this recommendation be mandated as part of the Group's composition.

Title III -- Commission on Education of the Deaf

The proposed Commission on Education of the Deaf has the potential, and hopefully will be influential on enhancing the educational services for deaf children and adults for the future. The AMERICAN SOCIETY FOR DEAF CHILDREN, however, questions the composition of the Commission as is stated in S. 1874. The AMERICAN SOCIETY FOR DEAF CHILDREN requests that at least one parent of a deaf child be mandated as being a member of this Commission.

Many parents of deaf children possess the skills, knowledge, expertise, and are willing to serve on the aforementioned Commission, Committee, Group and Board. The qualifications of several such parents are attached to my written testimony. Without the representation of a parent of a deaf child, the AMERICAN SOCIETY FOR DEAF CHILDREN feels that a very important element would be missing in these governing bodies. The AMERICAN SOCIETY FOR DEAF CHILDREN hopes that Congress will work diligently to establish the Commission on Education of the Deaf, and will bring the expertise, knowledge, devotion and dedication necessary to this Commission to guide the development of educational services for the Deaf, and to resolve those issues I stated earlier in my testimony. The AMERICAN SOCIETY FOR DEAF CHILDREN urges that this Commission draws upon individuals as members of this Commission who possess the background, knowledge, and competance necessary to serve in a maximum capacity, and to achieve its stated goals.

Authorization and Appropriations

The AMERICAN SOCIETY FOR DEAF CHILDREN endorses the stated appropriations listed in S. 1874. We also suggest that each educational institution involved submit a proposed annual budget, including adequate justifications for receipt of requesting federal funding. The AMERICAN SOCIETY FOR DEAF CHILDREN strongly urges that adequate funds be awarded these institutions to implement educational programs to the fullest to enhance the lives of deaf children. The AMERICAN SOCIETY FOR DEAF CHILDREN recommends that Congress require ample justification for such funding, and with satisfactions to the same, that the monies for these programs be allocatted and appropriated.

Closing Statement

Twenty-one years ago, when my youngest daughter was diagnosed as being profoundly deaf, organizations and institutions such as the AMERICAN SOCIETY FOR DEAF CHILDREN, the National Association of the Deaf, the Alexander Graham Bell Association, Gallaudet College and its Pre-College Programs, and the National Technical Institute for the Deaf were unknown to me or to anyone whom I reached out to for assistance. Living in a remote, isolated area imposed a greater challenge on my family than Deafness itself. Not knowing the available options, nor having access to their benefits, was tantamount to not having them exist.

I often recall my first professional medical consultation. Following a long illness and a case of the mumps, I took my daughter to see a Pediatrician. I had suggested to the Pediatrician that something might be wrong with her hearing. The Pediatrician told me, "Bring her back when she gets sick. She just needs to get well." An ear, nose and throat specialist provided my second diagnosis. The specialist told me, "I think it is psychological deafness. She has turned you off. Children often do this." Each time I was sent home, to live and to try to exist with only these insulting advices from medical professionals.

The following ten years were probably the worst nightmare a family could struggle through. We were not surviving as a unit. These years were spent confused, wandering, worrying, reading and writing, when my mind could focus enough on one rational throught, advocating, protesting, testifying, travelling, studying, working, makeshift parenting, and generally caring. Note, I never mentioned loving. I was much too bitter, drawn, tired and beaten to love. Out of my frustration, ignorance and lack of compassion, my very loving and secure family life vanished, never realizing what had happened.

After sobering-up from the toxic megadose of grief, misconceptions, and misinformation, I focused on the future for my family -- or, what was left of it. I decided to relocate back to the mainland, from the U.S. Virgin Islands, and to change my deaf daughter's education and her life; to provide the opportunity for her to regain from the years of isolation imposed upon her through silence. I quickly realized, however, that I was a woman with two children without a country. I came to know two deaf Gallaudet College graduates, who led me to think in a positive manner about my daughter's future. I accepted their advice of enrolling her in a residential program, yet, it was heart-breaking to think I might have to separate from her. Through all the years I never shunned from my responsibilities of parenting, and now I felt comfortable, emotionally and mentally prepared, and physically capable of being a good parent. My search for residential programs was trying. Not being a resident of any State, I was not accorded the "open door policies" accorded to others. I then discovered the Model Secondary School for the Deaf, and its services to deaf students. I pursued endless amounts of information, and within a year's time, had my daughter enrolled in the Model Secondary School for the Deaf. For the first time I felt I had accomplished something without experiencing the heartbreak and struggle I had come to know. However, the time consuming efforts also made me question every decision I had ever made as a parent of a deaf child.

Shortly after moving to the Washington area, I struck gold by joining the AMERICAN SOCIETY FOR DEAF CHILDREN. Through the SOCIETY, I came to know parents who had made the same mistakes I had made; who had come through the same struggles. We shared similar stories and nightmares. We cried, laughed, joked and teased, but most importantly we realized that we had a very serious journey ahead of us. We had to assure that other deaf children and their families would not experience the struggles that we had experienced. We had to assure that life and all its opportunities were as available to our deaf children, as they are to our hearing children and to mankind. To this day, I have served diligently as a member of the AMERICAN SOCIETY FOR DEAF CHILDREN, working collaboratively with the National Technical Institute for the Deaf, the National Association of the Deaf, Gallaudet College and its Pre-College Programs, to guarantee a better life for deaf children.

My deaf daughter is twenty-two years old now. I will not lead you to believe that she regained her missing years. There is no recouping of one's childhood, or of various developmental stages, which come in a progression, and not in a lump sum. However, my daughter has dreams, she has dignity, she has a part-time job, and maintains a 3.0 average as a full-time student at the University of the District of Columbia. She has good support services, a loving family, and hundreds of thousands of families across the United States encouraging and supporting her ideals. She has a democratic government which has allowed me the opportunity to testify today. And she sends this message:

> "I am proud of my family, and of my mother. I appreciate the advice I received many years ago, from the two deaf Gallaudet College graduates. I am happy that my Mother understands Deaf people, and me, and that she has helped me to develop."

Much of my daughter's future, and the future of other deaf children lies in your hand. I ask that S. 1874 is given its fullest consideration; that every aspect of the Bill be enacted; and, that the lives of deaf children never remain stagnant.

Thank you very much.

Patricia S. Brown

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Office of Management and Budget
Approved 10-R0191

PERSONAL QUALIFICATIONS STATEMENT

17 # of position (if not) you are filing for (or title of announcement)

B. Announcement No.

C. Options for which you wish to be considered (if listed in announcement)

D. Primary place(s) you wish to be employed

1. Home phone (including Area Code)
(301) 942-1361

2. Office phone (including Area Code)
202- 576-6143

4. Name (Last) (First) (Middle) (Maiden, if any) and Address (Number, Street, City, State and ZIP Code)
☐ Mr. ☐ Miss ☒ Mrs.

Brown, Patricia, Stoney
12056 Eaglewood Ct.
Wheaton, Maryland 20902

5. Legal or mailing residence (State)

6. Height: Inches shoes
5 Feet 3 Inches

7. Weight

8. Birthplace (City and State or foreign country)
Jacksonville, Florida

9. Birth date (Month, day, year)
3/9/39

10. Social Security Account Number
264 | 58 | 1962

11. If you have ever been employed by the Federal Government as a civilian, give your last classification series, grade, and job title.

Series Grade
From To

12. If you are applying on a list of eligibles for appointment to a Federal position, give the name of the announcement, the name of the office maintaining the list, the date on your notice of result, and your rating.

13. Lowest pay or grade you will accept

PAY		GRADE
$	per	OR 12/13

14. When will you be available?
Immediately

15. Will you accept temporary employment for (Assignments of temporary employment will not affect your consideration for more appointments.)

	YES	NO
1 month or less?		
1 to 4 months?		
4 to 12 months?	X	

16. Where will you accept a job?

	YES	NO
Washington, D.C.	X	
Any place in the United States		X
Outside of the United States		X
Only in (Specify)		

17. Will you accept less than full time work? (i.e., less than 40 hours per week) ☐ Yes ☐ No

18. Are you willing to travel? (Check one.)

NO	SOME	OFTEN
	X	

19. VETERAN PREFERENCE. Answer all parts. If a part does not apply to you, answer "No."

	Yes	No
A. Have you ever served on active duty in the United States military service? (Include years of active duty for training as a reservist or Guardsman.)		X
B. Have you ever been discharged from the armed services under other than honorable conditions? If "Yes," give details in Item 21.		X
C. Do you claim 5-point preference based on active duty in the armed forces? If "Yes," you will be required to furnish records to support your claim at the time we are appointing. Do you claim 10-point preference? If "Yes," check type of preference claimed and complete and attach Standard Form 15 "Claim for 10-Point Veteran Preference," together with the proof called for in that form. TYPE: ☐ Compensable disabilities ☐ Disabilities ☐ Wife ☐ Widow ☐ Mother		X

E. List Dates, Branch, and Serial or Service Number of All Active Service (Enter "N/A" if not applicable.)

From N/A Branch of Service Serial or Service Number

DO NOT WRITE IN THIS BLOCK
FOR USE OF EXAMINING OFFICE ONLY

☐ Appt. ☐ Nonappt. | Material ☐ Submitted ☐ Returned | Entered Register

Notations:

Form Reviewed:

Form Approved:

Option	Grade	Earned Rating	Preference	Aug. Rating
			☐ 5 points (Tent.)	
			☐ 10 Points Comp. Dis.	
			☐ Other 10 Points	
			☐ Disab.	
			☐ Broug. forward	
Initials and Date				

ANNOUNCEMENT NO.

STATEMENT NO.

THIS SPACE FOR USE OF APPOINTING OFFICER ONLY
Preference has been verified through proof that the separation was under honorable conditions, and other proof as required.
☐ 5-Pt. ☐ 10-Pt. Comp. Disab. ☐ 10-Pt. Other

Signature and Title

Agency | Date

☐ Reserved for medical action

PLEASE BE SURE TO READ ATTACHED INSTRUCTIONS BEFORE COMPLETING ITEM 20

EXPERIENCE (Start with your PRESENT position and work back. Account for periods of unemployment in separate blocks in order.)

May inquiry be made of your present employer regarding your character, qualifications, and record of employment? ☐ Yes ☐ No
A "No" will not affect your consideration for employment opportunities except for HEARING EXAMINER positions.)

1
Dates of employment (month, year): From Sept. 1984 To PRESENT TIME
Exact title of position: National Advisory Group
If Federal service, civilian or military grade: N/A
Salary or earnings (or rankings): Starting $ N/A per; Present $ per
Avg. hrs. per week:
Place of employment: City Rochester; State New York
Number and kind of employees supervised:
Kind of business or organization (manufacturing, accounting, insurance, etc.):
Name of immediate supervisor:
Area Code and phone No. if known:
Name of employer (firm, organization, etc.) and address (including ZIP Code, if known): National Technical Institute for the Deaf, Rochester, New York
Reason for wanting to leave:
Description of duties, responsibilities, and accomplishments:
Member of the advisory committee with direct input through committee and sub-committee work to the Director, administrators, faculty and staff of National Technical Institute for the Deaf. Serves as a member of the affirmative action committee.
For agency use (shall make, etc.):

2
Dates of employment (month, year): From 7/84 To 8/84
Exact title of position: Site Mod leader/Assist Coordinator
If Federal service, civilian or military grade:
Salary or earnings: Starting $ per; Final $ per
Avg. hrs. per week: 40
Place of employment: City Washington; State D.C.
Number and kind of employees supervised: (7) Module Leaders
Kind of business or organization (manufacturing, accounting, insurance, etc.): Tutorial
Name of immediate supervisor: Mr. Charles Christian
Area Code and phone No. if known:
Name of employer (firm, organization, etc.) and address (including ZIP Code, if known): Associates for the Renewal of Education, 9th & D. Sts. N.E., Washington, D.C. 20002
Reason for leaving: Summer Program terminated 8/17/84
Description of duties, responsibilities, and accomplishments:
(A.M.) Coordinate all instructional activities for Seven(7) D.C. Public School teachers (Mod leaders) and two Hundred Ten (210) Summer Youth employees. Teach reading and employ ability to thirt, (30) youth.
(P.M.) Supervised all instructional activities, Summer Youth employees; payroll staff and assist site coordination in all management areas.
For agency use (shall make, etc.):

3
Dates of employment (month, year): From 8/84 To 8/84
Exact title of position: Consultant
If Federal service, civilian or military grade:
Salary or earnings: Starting $ 115.00 per day; Final $ 115.00 per day
Avg. hrs. per week:
Place of employment: City Washington; State D.C.
Number and kind of employees supervised: N/A
Kind of business or organization (manufacturing, accounting, insurance, etc.): Federal Government
Name of immediate supervisor: Dr. Max Norwood
Area Code and phone No. if known:
Name of employer (firm, organization, etc.) and address (including ZIP Code, if known): U.S. Dept. of Education
Reason for leaving: Completed Assignment
Description of duties, responsibilities, and accomplishments:
Review proposal submitted by citizens to be funded by the Federal Government.
For agency use (shall make, etc.):

IF YOU NEED ADDITIONAL EXPERIENCE BLOCKS USE STANDARD FORM 171-A OR BLANK SHEETS
SEE INSTRUCTION SHEET

29. EXPERIENCE: Start with your PRESENT position and work back. Include all pertinent employment in the last 10 years.

May inquiry be made of your present employer regarding your character, qualifications, and record of employment? ☐ Yes ☐ No
(If "No" will not affect your consideration for employment opportunities except for HEARING EXAMINER position.)

1
Dates of employment (month, year): From 9/77 To PRESENT TIME
Exact title of position: (High) Sp. Ed. Resource Teacher
If Federal service, civilian or military, grade:
Salary or earnings: Starting $ 12,151 per annum; Present $ 33,400 per annum
Avg. hrs. per week: 40
Place of employment: City Washington; State D.C.
Number and kind of employees supervised: N/A
Kind of business or organization (manufacturing, accounting, insurance, etc.):
Name of immediate supervisor: Mr. James E. Campbell
Area Code and phone No. if known: (202)-576-6143
Name of employer (firm, organization, etc.) and address (including ZIP Code, if known): D.C. Public Schools 415-12th S.E., N.W., Washington, D.C.
Reason for wanting to leave:
Description of duties, responsibilities, and accomplishments: Design Individual Education Programs for Hearing Impaired students, program students to be mainstreamed, remediation for necessary subject areas, Reading, Math, Communication skills (Lipreading/Auditory Training). Counseling of students, (academic, career), Job placement and monitoring.
Coordinate tutoring program, Dept. Chairperson and Scholarship Chairperson.
For agency use (if blank, omit, etc.):

2
Dates of employment (month, year): From 6/78 To 8/78
Exact title of position: Resource Consulting Specialist
If Federal service, civilian or military, grade:
Salary or earnings: Starting $ 200.00 per week; Final $ 200.00 per week
Avg. hrs. per week: 40
Place of employment: City Washington; State D.C.
Number and kinds employees supervised: N/A
Kind of business or organization (manufacturing, accounting, insurance, etc.):
Name of immediate supervisor: Mrs. Marion Reddick
Area Code and phone No. if known:
Name of employer (firm, organization, etc.) and address (including ZIP Code, if known): D.C. Public Schools Dept. of Special Education
Reason for leaving: completed project
Description of duties, responsibilities, and accomplishments: Design curriculum for language development. Serve as consultant to other team writers for the purpose of adaptations Sp. Ed. curriculums for Hearing Impaired students.
For agency use (if blank, omit, etc.):

3
Dates of employment (month, year): From 10/79 To Present
Exact title of position: Parent Advisory Council
If Federal service, civilian or military, grade:
Salary or earnings: Starting $ N/A per; Final $ per
Avg. hrs. per week:
Place of employment: City Washington; State D.C.
Number and kind of employees supervised:
Kind of business or organization (manufacturing, accounting, insurance, etc.):
Name of immediate supervisor:
Area Code and phone No. if known:
Name of employer (firm, organization, etc.) and address (including ZIP Code, if known):
Reason for leaving:
Description of duties, responsibilities, and accomplishments: Member of advisory committee to the administrators of Model Secondary School for the Deaf. Give recommendations and other input to official for instructional and other improvement for particular program.
Served on Curriculum committee for Human Sexuality and the deaf.
For agency use (if blank, omit, etc.):

IF YOU NEED ADDITIONAL EXPERIENCE BLOCKS USE STANDARD FORM 171-A OR BLANK SHEETS
SEE INSTRUCTION SHEET

PLEASE BE SURE TO READ ATTACHED INSTRUCTIONS BEFORE COMPLETING ITEM 20

EXPERIENCE: Start with your PRESENT position and work back. Attach job descriptions or separate sheets in order.

It may be made of your present employer regarding your character, qualifications, and record of employment. ☒ Yes ☐ No

If "No" will our office for consideration for employment opportunities except for HEARING EXAMINER positions.

1	Dates of employment (month, year) From 9/74 To PRESENT TIME 6/76	Exact title of position Elementary School Principal		If Federal service, civilian or military, grade N/A
Salary or earnings Starting $ 14,400 per annum Present $ 15,500 per annum	Avg. hrs. per week 40	Place of employment City St. Thomas State Virgin Is.	Number and kind of employees supervised 12 special ed teachers, school aide, custodians	Kind of business or organization (manufacturing, accounting, insurance, etc.) Education
Name of immediate supervisor Mr. Daniel Morenda		Name of employer (firm, organization, etc.) and address (including ZIP Code, if known) Gov't. of the Virgin Islands, Dept. of Education St. Thomas, Virgin Islands 00801		
Area Code and phone No. if known (804)774-0100				

Reason for wanting to leave Family relocation to obtain adequate services for my deaf child.

Description of duties, responsibilities, and accomplishments Develop curriculum and course of study for island's only alternative school(secondary level). Supervision of total school staff. Proposal writing and coordinating new programs i.e., work study, self awareness, reading lab. Prepare school general budget; evaluate year's program--report to be submitted to Dist. Superintendent. Major Accomplishments -- Establishment of Alternative School, community awareness and involvement with the exceptional student, work study program, acquiring federal funding to equip school's reading lab.

For agency use (check one or)

2	Dates of employment (month, year) From 8/73 To 8/74	Exact title of position Elementary Special Ed Teacher		If Federal service, civilian or military, grade N/A
Salary or earnings Starting $ 13,900 per annum Final $ 14,400 per annum	Avg. hrs. per week 40	Place of employment City St. Thomas State Virgin Is.	Number and kind of employees supervised 0	Kind of business or organization (manufacturing, accounting, insurance, etc.) Education
Name of immediate supervisor S. Olive E. Soldiew		Name of employer (firm, organization, etc.) and address (including ZIP Code, if known) Gov't. of the Virgin Islands, Dept. of Education St. Thomas, Virgin Islands 00801		
Area Code and phone No. if known (804)774-0100				

Reason for leaving Promotion as Principal/Admin.

Description of duties, responsibilities, and accomplishments Resource Teacher to first year teacher of the deaf and hard of hearing working out of field; teaching deaf students; administering and evaluating achievement tests; recommending students for placement. Individualized instruction (tutoring) for elementary school hearing impaired students.

For agency use (check one or)

3	Dates of employment (month, year) From 6/71 To 8/73	Exact title of position Curriculum Development Specialist		If Federal service, civilian or military, grade N/A
Salary or earnings Starting $ 7.00 per hour Final $	Avg. hrs. per week 40	Place of employment City Jacksonville State Florida	Number and kind of employees supervised N/A	Kind of business or organization (manufacturing, accounting, insurance, etc.) Education
Name of immediate supervisor Mrs. Bunlon Carter		Name of employer (firm, organization, etc.) and address (including ZIP Code, if known) Duval County School Board		
Area Code and phone No. if known				

Reason for leaving Return to Virgin Island after year's leave.

Description of duties, responsibilities, and accomplishments Alone [illegible] initial need to establish and [illegible] with current [illegible] to deal with deaf and hard of hearing. Prepare, implement [illegible] language services for elementary deaf students in Duval County, Florida. Developed terminal objectives and evaluative instruments.

For agency use (check one or)

IF YOU NEED ADDITIONAL EXPERIENCE BLOCKS USE STANDARD FORM 171-A OR BLANK SHEETS

7 Dates of employment (month, year) From 9/63 To 12/69
Exact title of position Elementary School Teacher
If Federal service, civilian or military grade N/A
Salary or earnings Starting $ 3,500 per annum Final $ 13,500 per annum
Avg. hrs. per week 40
Place of employment City St. Thomas State Virgin Is.
Number and kind of employees supervised N/A
Kind of business or organization (manufacturing, accounting, insurance, etc.) Education
Name of immediate supervisor Ms. Lucille Roberts Sr. John C. Thomas
Name of employer (firm, organization, etc.) and address (including ZIP Code, if known) Gov't. of the Virgin Islands, Dept. of Education, St. Thomas, Virgin Islands 00801
Area Code and phone No. if known (809)774-0100
Reason for leaving Change of status to Special Education Teacher
Description of duties and accomplishments in your work Teacher of elementary school children, grades 1-4. Self contained classes of all basic academic subjects for english and spanish speaking children. Special methods of language development of a second language was designed for spanish speaking population.
For agency use (shall make, etc.)

8 Dates of employment (month, year) From 12/29 To 1/70
Exact title of position Consultant to V.I. Legislature Gov't.)
If Federal service, civilian or military grade N/A
Salary or earnings Starting $ N/A per Final $ per
Avg. hrs. per week 20
Place of employment City St. Thomas State Virgin Is.
Number and kind of employees supervised N/A
Kind of business or organization (manufacturing, accounting, insurance, etc.)
Name of immediate supervisor N/A
Name of employer (firm, organization, etc.) and address (including ZIP Code, if known)
Area Code and phone No. if known (809)774-0880
Reason for leaving Completion of proposal-document submitted to legislature of the V.I.
Description of duties and accomplishments in your work Proposal was submitted for a pilot program for pre-school and elementary age hearing impaired students. Document presented orally and written. Designed approved and then implemented by writer.
For agency use (shall make, etc.)

9 Dates of employment (month, year) From 12/69 To 1/70
Exact title of position Consultant to Project Head Start
If Federal service, civilian or military grade N/A
Salary or earnings Starting $ N/A per Final $ per
Avg. hrs. per week
Place of employment City St. Thomas State Virgin Is.
Number and kind of employees supervised N/A
Kind of business or organization (manufacturing, accounting, insurance, etc.) Education
Name of immediate supervisor N/A
Name of employer (firm, organization, etc.) and address (including ZIP Code, if known)
Area Code and phone No. if known
Reason for leaving End of training session.
Description of duties and accomplishments in your work Introduce professionals and para-professionals to the educating of exceptional children, emphasis on the hearing impaired. Methods, philosophies, media and the concept of main streaming of exceptional were the emphasis.
For agency use (shall make, etc.)

10 Dates of employment (month, year) From 1971 To 1974
Exact title of position Lecturer for College of the V.I.
If Federal service, civilian or military grade N/A
Salary or earnings Starting $ N/A per Final $ per
Avg. hrs. per week N/2
Place of employment City St. Thomas State V.I.
Number and kind of employees supervised N/A
Kind of business or organization (manufacturing, accounting, insurance, etc.) Education
Name of immediate supervisor Judy Grybowski
Name of employer (firm, organization, etc.) and address (including ZIP Code, if known)
Area and phone No. if known
Reason for leaving End of session - sessions done on an annual basis.
Description of duties and accomplishments in your work Provide nurses in training with general overview of exceptional children, emphasis on hearing impaired. Emphasis on methods of communication, use, maintenance and care of the hearing aids. Observation and demonstrations allowed.
For agency use (shall make, etc.)

ATTACHMENT (#23)

BROWN, PATRICIA, STONEY 3/9/39

Certificate in Leadership Training - 1968
New York University,
New York, New York

Certificate for Services - 1968
Peace Corps Training Program
St. Thomas, Virgin Islands

Award for Teacher of the Year - 1968
St. Thomas, Virgin Islands

Appointed to Governor's Council on Developmental
Disabilities - 1976

Appointed to Parent Advisory Board
Model Secondary School for the Deaf
Washington, D.C. 1979-1981

Elected, President of International
Association of Parents of the Deaf
Silver Spring, Maryland

Appointed to National Advisory Board
Rochester Institute of Tech./NTID
Rochester, N.Y.

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CURRICULUM VITAE

JULIA JENSINA BELL

32209 8th Avenue S.W.
Federal Way, Washington 98023
Telephone: Home-(206)838-4455

EMPLOYMENT HISTORY

Current	*Executive Director for the newly-formed Washington State Society for Deaf Children, with responsibility for promoting and organizing regional family workshops, advocacy for deaf children and their families, and development of a comprehensive information system for families with deaf children.*
1982-1983	*Lobbyist and public policy consultant, associated with California Children's Lobby, with primary responsibility for analysis of and advocacy for children's health programs in California.*
1980-1981	*Fiscal Officer for the California State Department of Aging, with full responsibility for all budgetary, accounting and contract functions for the agency, and liaison to the Health and Welfare Agency, Department of Finance, the Office of the Auditor General and the Legislative Analyst's Office on all fiscal matters.*
1979-1980	*Lead Budget Analyst for the California State Air Resources Board, with responsibility for coordination of all budgetary work for the agency and liaison to State Department of Finance and other state agencies.*
1977-1978	*Administrator for the Genetic Disease Section, State Department of Health, responsible for contract development and administrative assistance in implementation of prenatal diagnosis and newborn screening programs statewide, along with liaison responsibilities to Director's Office, outside state agencies and the Legislature.*
1976-1977	*Budget Analyst in the Director's Office, State Department of Health, with full responsibility for all Maternal and Child Health programs administered by the State of California.*
1974-1975	*Program Analyst in the State Department of Health Services, with responsibility for contract negotiation and management of four major prepaid health plans, including Kaiser Foundation Health Plan.*
1973	*Legislative aide/intern in State Senator's Office, with responsibility for monitoring all legislation and development of a key consumer information package.*

PROFESSIONAL/COMMUNITY ORGANIZATIONS (Current)

Member, Washington State Developmental Disabilities Planning Council
Treasurer, Board of Trustees, Community Service Center for the Deaf and Hard-of-Hearing, Greater Seattle Area
Member, Advisory Committee on State Programs for the Hearing-Impaired, Washington State Department of Social and Health Services
Immediate Past President, Special Education Advisory Committee, Highline Public School District
Member, Board of Directors, American Society for Deaf Children
Steering Committee Chairperson, Washington Statewide Conference on Childhood Deafness
Member, Board of Directors, Washington Assembly for Citizens with Disabilities

EDUCATION

1972-1973 *Bachelor's Degree with High Honors, International Relations and German, University of California, Davis*

1971-1972 *University of Heidelberg, West Germany*

1969-1971 *Humboldt State College, Arcata, California*

BONNIE FAIRCHILD
208 Brecks Lane
Wilmington, Delaware 19807
(302) 654-1330 or TTY (302) 654-9864

EXPERIENCE

Private Secretary	Currently employed at Wick and Company, Wilmington, DE 19801 - Administrative and secretarial duties for president of management consulting firm. Assist in design and production of training seminars.
	Previously personal confidential secretary for family of the Governor of Delaware.
Interpreter	Sign language interpreting for deaf people. Wide variety of private assignments.
Administration	Acting Director of International Association of Parents of the Deaf
Public Speaking, Writing, Design and Production of Seminars and Training Guides	International Association of Parents of the Deaf Worked with parent and community groups across the United States and Canada.
Organization, Community Service	Founder of Delaware Registry of Interpreters for the Deaf
	HANDi, Handicap Advocacy Network of Delaware

EDUCATION

St. James High School, Penns Grove, New Jersey, 1960
College Preparatory Diploma
National Merit Scholar Letter of Commendation

Gallaudet College, Washington, DC, 1976
Interpreter Training Program
Comprehensive Skills Certificate issued by
Registry of Interpreters for the Deaf

PERSONAL

Social Security Number:
136-34-1550

Birth Place and Date:
New Albany, Indiana - June 19, 1942

Family:
Married. 5 children

SPECIAL SKILLS

Fluent in Sign Language

Shorthand: 80 WPM

Typing: 110 WPM

Proficient with IBM Computer and various software

April, 1984

Roberta Thomas
275 Bryn Mawr Avenue K37
Bryn Mawr, Pennsylvania 19010
(215) 525-8081

RESUME

PROJECT MANAGER/DIRECTOR

Executive Director

Action Alliance of Parents of the Deaf (AAPD), 1979 - 1985.
Confident Parenting, 1983 - 1984.
Project HOPE, 1982 - 1985.

Accomplishments/Tasks

DESIGN/IMPLEMENT

- o Largest local organization serving families with deaf children providing peer education/counsel/support, founded by Director.
- o Fundraising/Monitering $125,000 annual budget.
- o Cross cultural (deaf-hearing) peer intervention family home visiting program, a model self-help program for families with deaf children (Project HOPE).
- o Behavior management program for families with deaf children, a program to build parent confidence and teach new skills (Confident Parenting).
- o Recruitment/training/supervision of professional/volunteer staff.
- o Training workshops locally/nationally in education/habilitation, management parent/professional interaction, cross-cultural communication (see below).
- o Recommendations for educational/social/cultural/recreational programs for deaf children and youth (see below).
- o Counseling for approximately 1000 families in groups/private consultation locally/nationally.
- o Public Relations for all AAPD activities.

DESIGN/AUTHOR

- o Federal grant proposals and programs.
- o Quarterly newsletter, brochures, feature articles, recommendations/evaluations.
- o Handbook/Directory for families with deaf children, Philadelphia, Pa., 1983.
- o Confident Parenting, a behavior management manual for families with deaf and hearing-impaired children, Philadelphia, Pa., 1985.
- o Educational/Social programs for deaf children/youth (see below).

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CONSULTANT

Educational

- o The Pennsylvania School for the Deaf (1978 - present)
- o The Philadelphia School District, Dept of Special Education (1978-present)
- o Boston University, Graduate School of Education, Boston, Mass
- o Education/Advocacy groups, local/national

Accomplishments/Tasks

DESIGN/AUTHOR

- o Original model for The Demonstration Project, The Pennsylvania School for the Deaf, 1978 - 1985.
- o Recommendations for Compliance with Section 504 of the Rehabilitation Act of 1973, Philadelphia School District, Hearing Impaired Programs, 1979-1980.
- o Guidelines/Content for Total Communication Educational Programs, Philadelphia School District, Department of Special Education, 1978-1985.
- o Recommendations for Appropriate Education for the Hearing Impaired, Pennsylvania State Task Force, 1979-1981.
- o Evaluation, Hearing-Impaired Program, Mainstreaming Componant, R.E.A.D.S. Collaborative, Lakeville, Massachusetts 1985.
- o How to Evaluate Total Communication Educational Programs: A Primer for Parents and Professionals, January 1985.

DESIGN/IMPLEMENT TRAINING WORKSHOPS (abridged)

- o R.E.A.D.S. Collaborative, Lakeville, Massachusetts, workshop for professionals/workshop for parents in curriculum content, December 1984.
- o Boston University, Graduate School of Education, Boston, Massachusetts, two-day workshop for professionals in creating/implementing bi-lingual, bi-cultural education program for deaf children, April, 1985
- o Family Learning Vacation, Vancouver, B.C., one week training workshop for families with deaf children in education/advocacy/behavior management, August, 1985.

Written materials are consistently reproduced and distributed locally/nationally. Workshops consistently generate high participant evaluation and request for additional presentations.

Community

- o Youth Involvement Project (Co-Director) with The Pennsylvania Society For The Advancement of the Deaf (1983 - present).

- o Office Of Vocational Rehabilitation, Regional Conferences, Training Workshops for Professionals (March, 1984-85, May, 1985).
- o Community/Professional/Parent organizations, local/national.

Accomplishments/Tasks

DESIGN

- o Youth Involvement Project, a program to provide social/vocational/opportunities for deaf youth (1984 - Present).
- o Museum Project for deaf children, Philadelphia, Pennsylvania, 1983.
- o Big Brother Program, deaf component recommendations, Bucks County, Pennsylvania, 1985.

DESIGN/IMPLEMENT TRAINING WORKSHOPS

- o The George Washington University Regional Rehabilitation Continuing Education Program, Regional Conference on Deafness, Philadelphia, Pa., March 1984-85.
- o The National Academy, Gallaudet College, Symposeum, "Deafness in the Family," Boston, Mass., September, 1984.
- o Mental Health Professionals, one day training in parent/professional interaction, Summer Institute, Portland, Maine, July 1985.
- o The Philadelphia Clearing House, Management training for non-profit professionals, Philadelphia, Pa., July 1985.

Written Materials/recommendations are consistently reproduced and distributed nationally/locally. Workshops consistently generate high participant evaluation and requests for additional presentations.

EDUCATION

- o University of Rochester,Rochester, NY. B.A. 1958.
- o The Sorbonne, University of Paris, 1957-58.
- o Wesleyan University, Middletown, Conn. M.A. 1962.
- o Training workshops in Counseling Skills, Deafness Habilitation, Sign Language, Management/Leadership skills.

TEACHING EXPERIENCE

(1962-1975)

- o The University of Nebraska, Lincoln, Nebraska,
- o Harcum Junior College, Bryn Mawr, Pa.
- o Friends' Central School, Philadelphia, Pa

List of Publications, Written Materials, Workshop Evaluations, References, are available on request.

Mr. MARTINEZ. Thank you, Ms. Brown.

Mr. Bartlett.

Mr. BARTLETT. Thank you very much, both of you, for your very eloquent testimony. I had reviewed it in writing, and apologize for not being here for its entirety. This is one of those days in which there is more than one hearing going on at precisely the same time.

Mr. Olsen, let me inquire—well, both Ms. Brown and Mr. Olsen. In another piece of legislation, the Education of the Handicapped Act, the Federal Government funds a rather productive and good program, I believe, and that is the media services and captioned film.

My inquiry—let me ask you, Ms. Brown, first. Do you have any sense as to what use or what extent of captioned films the American Society for Deaf Children and other deaf persons use of those captioned films, and are there ways that you know of that it could be made more available to more people? Or are you involved with that at all?

Ms. BROWN. Yes; I am aware of the use of captioned films. Just let me speak as a consumer as they are used in our home.

My daughter is one of the students that have been alluded to several times here with a low-functional reading level, and captioned films serves much more than sense of entertainment in our home. It provides her with a reading source, a source of her understanding and enjoying movies from both an educational standpoint, because it provides her with a viewpoint of many other things in life that do not become part of general conversation, as she is in a mainstream program and not on a daily basis around a lot of deaf people.

Captioned films has opened a new world for deaf people in many respects. First of all, I think most of us enjoy movies and we want every aspect of that movie. We want to enjoy the visual part and the auditory part. This provides a deaf person with an opportunity to do that.

At the educational level, captioned films serve as well as textbooks, in many cases. I know—I teach hard of hearing students and have been using the TV story of Roots that the Model Secondary School has captioned. On a loan system, I borrowed that; and it makes that story become much more vivid for my students, inasmuch as it has been captioned, and we can use that source in our school.

Mr. BARTLETT. Are the captioned films—How would you describe their availability? Is there widespread availability? Is there much more availability needed, in your opinion? Or is it generally captioned films are available?

Ms. BROWN. I think, generally, captioned films are available. What I am concerned about, and one of the things that American Society for Deaf Children is concerned about, that parents and educators know the availability of them and utilize them for their best purposes.

We—I know when I lived in the Virgin Islands, as remote as it was, we utilized captioned films. We were assigned a number that we could borrow from those institutions, and I always feel if we

heard about something in the Virgin Islands, I think most people around the country would hear about them. But I have——

Mr. BARTLETT. You probably heard about it before they heard about it Del Rio, TX, however.

Ms. BROWN. As I said, we are concerned about more families and parents knowing of the use of and availability of captioned films.

Mr. BARTLETT. Thank you. Mr. Olsen, I know that your organization is largely responsible for much of the success of captioned films and the dissemination. Does your organization, or you—Do you have any thoughts today on ways to improve the dissemination, or the use of captioned films for widespread educational purposes?

Mr. OLSEN. All along throughout the years it has made a great impact on the lives of deaf people, in the educational area as well as entertainment area. However, I think that the time has come when the Government should start to explore the ways and means of keeping captioned films but adding to it the responsibility of providing full captioning on TV, because the limited usage of caption now requires a lot of equipment.

With the new decoders and TV's, VCR's, there's no reason why that the Government couldn't shift from the films to TV programs. There's a lot of educational programs on TV nowadays that should be captioned, and we feel that—and it's my personal opinion as a deaf consumer and a taxpayer, that the responsibility is of the Government to provide such free captioning to all programs on TV.

Mr. BARTLETT. There's a followup. Can that be accomplished with the use of current technology, that is to say, microchips that could be made available at a relatively reasonable cost?

Mr. OLSEN. Very possibly, yes. We can refer that to National Captioning Institute for further followup. It's very possible.

It's much cheaper, too.

Mr. BARTLETT. I'd like unanimous consent that the hearing record be kept open, if Mr. Olsen has any additional methods in which that could be accomplished, that we can assist with through this or the Education of the Handicapped legislation.

Mr. MARTINEZ. Length of time you want it open?

Mr. BARTLETT. Mr. Olsen, is that information readily available, say, over the next 2 or 3 weeks?

Mr. OLSEN. I'm sure that we can get that information through the National Captioning Institution and the Department of Education Captioning. We can supply that information to you.

Mr. MARTINEZ. Within 2 weeks?

Mr. OLSEN. I'll have to look back and see if the board members are in agreement to my statements. Yes. Yes.

Mr. BARTLETT. Mr. Chairman, if it would be permissible if we could leave the record open for, say, 20 days?

Mr. MARTINEZ. With no objection, so ordered.

Mr. BARTLETT. Thank you, Mr. Olsen. Thank you, Ms. Brown.

Mr. MARTINEZ. She's nodding yes. Thank you, Mr. Bartlett.

There are a couple of things—and I don't have any questions I just want to make a statement really. There are two things, one in each of your testimony, that struck me. One, your statement of the token representation and that we can no longer stand by and allow that.

I think it's very true. You know, parts of your speech would be very adequately given at the next Council meeting, because, you know, for many years we have tried to get a representative group of minorities represented on all boards and commissions across the board; and I understand what you say.

The other is, Ms. Brown, when you talk about people—The programs are of no use to us if we don't know that they exist, and that is one of the frustrations that I have felt here in Congress when I see programs that the Federal Government does provide but a lack of dissemination of information to the people, the very people that need those programs.

I think that we have to do a lot in regards to getting that information to the people that need it. Right now, we depend so much on just those media dissemination bureaus that can get that information to the people, and many of them don't read and don't watch those television programs where this information might be disseminated.

There's got to be some other system or way, maybe through organizations like yours, that we can really get to the people that need those programs. But, hopefully, that will improve.

Mr. Hayes.

Mr. HAYES. Thank you, Mr. Chairman. I, too, have no questions to raise. I just want to comment and commend you and the way that this hearing has been conducted, and the chairman of the Committee on Select Education for scheduling this very important hearing.

I want to commend all the witnesses, because the testimony has been excellent, very enlightening to me. I'll be very honest with you. And intelligent; and, yes, very moving in the manner which you presented it. I'm glad to find out that you are very supportive of S. 1874, and I'm sure, with your continued push, this bill may ultimately become law by the Congress of the United States.

Thank you very much.

Mr. MARTINEZ. Thank you, Mr. Hayes.

Mr. Olsen, Ms. Brown, thank you for appearing before us today and providing us with this enlightened testimony. I am impressed that there can be no greater spokespeople for the deaf than the both of you. Thank you.

Ms. BROWN. I'd like to acknowledge my daughter who is here with me today, Stephanie Brown.

Mr. MARTINEZ. Stand up so we can see you.

Mr. HAYES. Stand up so we can see her. [Applause.]

Mr. MARTINEZ. With that, we stand adjourned.

[Additional material submitted for the record follows:]

MAY 12 1986 66 (E 5/6)

Congress of the United States
House of Representatives
Washington, D.C. 20515

JOHN BRYANT
5TH DISTRICT, TEXAS

COMMITTEE ON ENERGY AND COMMERCE
COMMITTEE ON THE JUDICIARY
COMMITTEE ON VETERANS' AFFAIRS

May 8, 1986

Chairman Pat Williams
Subcommittee on Select Education
A617 HOB Annex 1
Washington, D.C. 20515-6107

Dear Chairman Williams:

The President of Gallaudet College called to inform me of the hearing you are holding today at 10:00 a.m. before the Subcommittee on Select Education regarding the "Education of the Deaf Act of 1985." Because of the recent establishment of a Gallaudet Regional Center at Eastfield College in my district, I would like to say a few words, for the record, on the importance of this legislation.

I support quality educational programs for deaf individuals throughout the United States. I believe that Gallaudet College, with its five regional centers, exhibits a commitment to such programs for hearing-impaired individuals of all ages and their families. In my opinion, Gallaudet College, which includes "a diagnostic center, a preschool, an elementary school, a high school, a research institute, a national treasurehouse of information on deafness, an international training center, and an undergraduate and graduate degree-granting college", deserves to be recognized as a university. The Kendall Demonstration Elementary School, The Model Secondary School for the Deaf, and the National Technical Institute for the Deaf, also deserve the funding which they would receive under the provisions of this Act.

Gallaudet's new Regional Center at Eastfield College will provide an invaluable service for my constituents and for the southwestern region as a whole.

I submit this letter in support of the legislation and request its favorable consideration.

Sincerely,

JOHN BRYANT
Member of Congress

JB/sol

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NAD | NATIONAL ASSOCIATION OF THE DEAF
301—587-1788
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SILVER SPRING, MARYLAND 20910

GARY W. OLSEN
EXECUTIVE DIRECTOR

May 28, 1986

The Honorable Pat Williams
Chairman
House Subcommittee on Select Education
A617 HOB Annex 1
New Jersey and "C" Street, S.E.
Washington, D.C. 20515

Dear Chairman Williams:

On May 8, 1986, the Subcommittee on Select Education heard testimony from various organizations/institutions relative to S.1874, the Education of the Deaf Act, and other related matters. During the testimonies presented by Messrs. Lee, Castle and Lauritsen the suggestion was made that regional post secondary programs, in addition to the programs offered by Gallaudet College and NTID, be covered by the provisions of the Education of the Deaf Act. The National Association of the Deaf wishes to go on record as supporting the expanded coverage of the proposed legislation.

The goals of the legislation, as paraphrased from the introduction of S.1874, include the authorization of quality educational programs for deaf individuals, and fostering of improved educational programs for deaf individuals throughout the United States. This legislation should not exclude the regional program options existing for hearing impaired students outside of Gallaudet College and the National Technical Institute for the Deaf.

The NAD would like the Subcommittee to be aware of its strong support for the expansion of the proposed legislation's coverage and welcomes the opportunity for comment should questions be raised.

Sincerely,

Gary W. Olsen
Executive Director

Statement
Regarding Deaf Education Programs

Prepared for
The Committee on Education and Labor,
Subcommittee on Select Education,
U. S. House of Representatives
Hon. Pat Williams, Chairman

by

Donna McCord Dickman, Ph.D.
Executive Director
Alexander Graham Bell Association for the Deaf

May 27, 1986

INTRODUCTION

Mr. Chairman, my name is Donna McCord Dickman, and I am the Executive Director of the Alexander Graham Bell Association for the Deaf. Thank you for the opportunity to present the Association's views on Senate Bill 1874, "The Education of the Deaf Act," and related issues impacting the present and future for hearing-impaired children and adults.

The Alexander Graham Bell Association for the Deaf was founded in 1890 by Alexander Graham Bell. Dr. Bell was a teacher of the deaf, and both his mother and wife were hearing impaired. It was his plan that the Association would serve as the focal point for the diffusion of knowledge about deafness and would energetically promote "the opportunity for every deaf child" to learn to communicate through speech. Today, 96 years later, the Association continues to work toward the fulfillment of the mission established by its founder. The Association's membership includes professionals, parents, and oral deaf adults dedicated to achieving the common goal of maximal opportunities for all hearing-impaired people.

If Dr. Bell were alive today, he would be gratified by the technological, educational, vocational and social opportunities available to hearing-impaired people. However, as a committed educator, scientist, and a man of great vision, he would be even more pleased to learn that the 99th Congress is looking toward the future and initiating actions to further enhance the quality of life for all hearing-impaired people.

Titles I and II of S. 1874 address Gallaudet College (University) and the National Technical Institute for the Deaf. Our Association recognizes the important roles of Gallaudet College and the National Technical Institute for the Deaf in the education of hearing-impaired people. The provision of quality educational programs is costly, and we are pleased to see that the stated appropriations allow for adequate resources to both institutions while providing a series of monitoring mechanisms to ensure that the expenditures result in the maximal educational opportunities for those hearing-impaired persons best served by the two institutions.

It is not possible for these two fine institutions to provide appropriate post-secondary educational and social opportunities for all hearing-impaired persons interested in advanced education. For example, many oral hearing-impaired high school graduates prefer to attend other colleges and/or universities with normal-hearing students. Generally speaking, these hearing-impaired graduates are interested in continuing the mainstreamed environment in which they have participated in elementary and secondary school. For these young people, it is equally important that professional support services be available, affordable and accessible in the institutions of their choice.

Title III proposes the establishment of a Commission on Education of the Deaf to study infant and early childhood, elementary, secondary and post-secondary education of hearing-impaired persons and make recommendations for improvement in these educational programs and services. We support and endorse the creation of

We support representation on the Commission by both parents and hearing-impaired consumers. Further, we request that these representatives include oral hearing-impaired adults and oral hearing-impaired children's parents. Representation of the Commission by individuals familiar with "the oral option" is a necessary component to a comprehensive analysis of educational programs designed to meet the needs of all hearing-impaired people.

For the same reason, we support participation on the Commission and all other advisory groups by educators involved in oral education as well as educators who have expertise in other communicative options.

The Alexander Graham Bell Association for the Deaf has long been committed to the promotion of programs for early identification and early intervention for hearing-impaired children. Both research studies and clinical observations clearly indicate that the successful integration of the hearing impaired into the mainstream of society depends upon:

(1) Early detection of hearing impairments

(2) Early intervention through the appropriate use and proper fitting of hearing aids and use of other amplification devices.

(3) Early implementation of educational programs for both parent and child; and

(4) Consistent and intensive educational support in the development of speech and language skills.

In reality, the hearing-impaired child's future depends upon his physicians, parents and teachers getting and using the proper

this Commission specifically charged with evaluation of issues related to the education of hearing-impaired persons in our nation. It has been over twenty years since an in-depth assessment such as this has been conducted, and during this period advances in technology have provided new and exciting possibilities for increasing and enhancing educational opportunities.

Our support of the formation of this Commission is in no way intended to reflect adversely on the excellent work that has been done by the National Council on the Handicapped and reported in Toward Independence. However, we feel that a Commission focused solely on the educational needs of the hearing-impaired people will contribute additional in-depth insights and identify areas of particular concern that are unique to optimal education for hearing-impaired persons.

The proposed composition of the Commission on Education of the Deaf warrants full attention. It is critical that the Commission's membership have a broad representation of individuals knowledgeable about the full spectrum of educational options for the hearing impaired from infancy through adulthood. This appears to be the intent of the proposed membership plans. Certainly, it would be inappropriate and limiting for the Commission to have overrepresentation from individuals who are either in the employ or have served as consultants to NTID or Gallaudet. Conversely, it also seems overly limiting to eliminate participation of all individuals who have served in either capacity during the year prior to appointment. Perhaps limiting this representation to no more than one member for each institution would be a reasonable, fair approach.

information at the critical points in the child's development.

Today's technology makes it possible to identify hearing impairement in newborns; to fit tiny babies with hearing aids; and to initiate educational programs immediately through parent/infant counseling and stimulation activities. These early identification and intervention efforts are the keys to opening the doors to a full, productive future for a hearing-impaired child. Therefore, we are extremely pleased to support the technical amendment to PL. 94-142 providing the extension of the mandate of PL. 94-142 to age three within two years and the establishment of a discretionary grant program focused on early intervention from birth through age two.

In closing, thank you for the opportunity to present a statement of support for Senate Bill 1874 and to address a few pertinent issues of related concern. On behalf of our professional, parent, and oral deaf adult members, I should like to express our appreciation to the members of the House Subcommittee on Select Education for your interest and attention to expanding and improving the educational future of all hearing-impaired children.

[Whereupon, at 12:12 p.m., the subcommittee was adjourned.]

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